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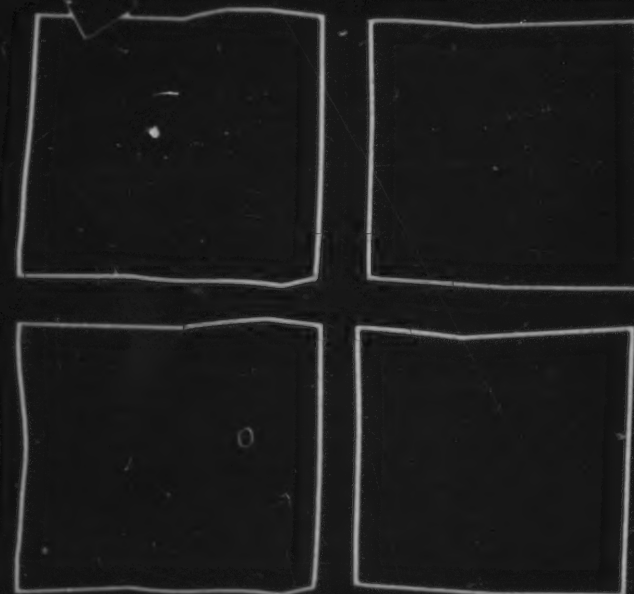
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ABSTRACT

In this document, leading educators from 12 African Commonwealth countries trace the development of adult education in Africa and show how providers of adult education outside the formal education system (including government and nongovernment organizations, trade unions, women's groups, and religious organizations) have met the needs of their nations by providing various types of education and training, including agricultural extension and literacy, health, and political education. The following papers are included: "Introduction" (Edwin K. Townsend-Coles); "Purpose and Method of the Project" (James A. Draper); "Looking Back: Acquiring a Historical Perspective" (James A. Draper); "Botswana" (Frank Youngman); "Ghana" (Miranda Greenstreet, Kofi Siabi-Mensah); "Kenya" (David K. Kirui); "Lesotho" (Lois Anne Sebatane, Bill Moore); "Mauritius" (Prem R. Hurryrag); "Nigeria" (Michael Omolewa); "Seychelles" (Alain Daniel Lucas, Marguerite-Marie Mondon); "Sierra Leone" (Edward D. A. Turay); "South Africa" (Cathy Gush, Shirley Walters); "Tanzania" (Philemon A. K. Mushi, Yosiah D. M. Bwatwa); "Zambia" (Elizabeth Mumba); "Zimbabwe" (Clara Sipwe Nondo, Evison James Muti); "Observations" (James A. Draper); "Introduction [to a Selected Chronology]" (James A. Draper); and "Regional Chronology" (Ekundayo J. D. Thompson). (MN)

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ADULT EDUCATION

CHRONOLOGIES IN COMMONWEALTH COUNTRIES

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AFRICA

ADULT EDUCATION

CHRONOLOGIES IN COMMONWEALTH COUNTRIES

James A. Draper
Editor and Project Director

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Message from the publisher

"The work of adult educators requires vision, passion and patience. This is because we are often attempting to respond to complex social, political, economic or cultural issues within a given context with few resources. This book is a manifestation of these same qualities. It has relied on voluntary labour, commitment and collaboration over many years to see fruition. We as Africans felt that the project was worthy of support as the stories of African adult education have barely begun to be told. This is the first chronology of its kind. It is a start and we hope it will inspire others to study, capture and build on the rich history of adult education on the continent."

Shirley Walters, Cape Publications
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James A. Draper

Introduction

Edwin K. Townsend-Coles

In Plato's, *The Republic*, Socrates refers to higher studies for those who have been released from the bondage of youth, that is, people of adult age. This could be regarded as the beginning of adult education in Europe. In *A History of Adult Education in Great Britain*, Kelly begins his narrative with the comment that 'the first recorded adult educators were the missionaries' who were active in the eighth century. Chronologies of adult education in Commonwealth African countries have no such documents of antiquity to refer to until the arrival of white missionaries and administrators in the late eighteenth and nineteenth centuries. It is therefore understandable, if nonetheless unacceptable, that accounts of adult education in Africa should start in comparatively recent years, thereby failing to indicate that all indigenous societies had well-structured systems of imparting knowledge to men and women, girls and boys. This lack of documentary evidence is to some extent compensated for by a wealth of oral wisdom, passed down by each generation, but increasingly becoming more uncertain. The significance of this early form of adult education is recognised in the chapter on Zambia by the comment that 'prior to the arrival of the missionaries, aspects of indigenous adult education included initiation ceremonies, apprenticeship training and other forms of skills training conducted by elders in society'. The education given was not restricted to what would now be termed training in relevant skills. It was also social and political education, emphasising the power structure in society and the responsibilities of the individual in the life of the community. Most accounts, however, ignore this original form of adult education. Clearly, where to start the story is more a matter of preference than of history.

The term 'adult' education also presents difficulties. Much early out-of-school education

was directed towards enabling youths to learn skills which could be applied immediately. Girls learnt what would later be called domestic science and boys manual skills, including agriculture, the precursor of government extension work. Were such people 'adults'? Since adulthood carried enhanced status and responsibilities, the answer is probably 'no', and yet learners were not children, since they were already undertaking household and community duties. When the United Nations Educational, Scientific and Cultural Organization (UNESCO) conducted an International Standard Classification of Education (ISCED) survey in Mauritius, young children studying in Muslim religious schools had to be regarded as taking part in adult education, since such instruction was not received through the formal school system. This was how adult education had been defined. 'Adult' is clearly a term which can cause confusion, and it is therefore increasingly being replaced by others which do not imply the age of learners or their status in society. The compilers of this chronology appear to use the term as applying to those educative activities which are principally outside the formal system of education.

The word 'education' also presents its difficulties. As Western, colonial education took root, the stimulus to help those not in school came first from the missionaries who were establishing formal schools and teacher-training institutions. It was natural, therefore, that the term 'education' should give the impression that it referred only to those activities which were connected with schooling and with the emerging ministries of education. Thus, teaching work in agriculture, health and technical skills was initially regarded as training rather than education. This gave rise to the interminable wrangle on the distinction between education and training, which took place whenever adult educators met, and which deflected

so much energy from what was really needed, namely, providing adults with opportunities to learn. In terms of effort, agriculture extension probably accounted for the largest sector of work, with basic literacy a close second.

The emergence of universities, modelled on the British pattern, entrenched this limited reading of the term 'adult education'. Not only was skills training regarded as something different and separate, but so too was literacy and 'second chance' education. Liberal non-certificated education became the real adult education. This attitude persisted for some time largely because it was only universities which had staff specifically devoted to the education of adults. The work of ministries of agriculture and health was classified as 'training'; ministries of education had personnel who had been trained only in child education, and non-governmental organisations relied on untrained and often volunteer staff. The ascendancy of universities and their particular brand of extra-mural work began to be re-examined with the establishment at the university in Salisbury, now Harare, Zimbabwe, of an Institute of Adult Education in the early 1960s, with terms of reference which included the professional training of people who wished to work in out-of-school education of all varieties. This pattern has now been adopted throughout Anglophone Africa.

Increasingly, the significance of adult education in its variety of forms became recognised. The report of the UNESCO Second World Conference on Adult Education held in Montreal, Canada, in 1960, declares that 'adult education has become of such importance for man's survival and happiness that a new attitude toward it is needed'. Referring to the needs of Africa, Asia and Latin America, the report states that 'adult education, including education for literacy, is an immediate need, a need so overpowering that here and now we must help adult men and women to acquire the knowledge and the skills that they need for the new patterns of community into which they are moving'. In 1976, UNESCO applied what it calls an 'instrument' to this form of education, suggesting national guidelines which should influence the response of nations to the needs of the out-of-school public, and referring to adult education as 'a fundamental aspect of

the right to education'. This was further emphasised at the 1990 Jomtien Conference on Education for All, which gave renewed international recognition and respectability to out-of-school education. It was then seen as an essential complement to formal education and its diversity was noted, as was the fact that it involved many aspects of government together with the indispensable contribution of non-governmental agencies. For the most part, the debate over what is 'education' and what is 'training' has been laid to rest. It is significant that the Commonwealth Association for Adult Education specifically supports the education and training of adults. Also noteworthy is the fact that the ministry of education is often not the largest provider of adult education in a country.

This brief review of how adult education has been understood is aimed at drawing out some of the reasons why this first chronology of adult education in Commonwealth Africa is so important. First, it should provide a stimulus for exploration of means to ensure that some of the details which depend on oral transmission are not lost forever. Descriptions of traditional modes of adult education depend on the existence of people still able to record what they have learnt from their forebears. Time is of the essence if more is not to be lost. Already some of the unrecorded details of events as recent as the nineteenth century are being overlooked. Early systems of adult education are largely unrecorded in these chronologies, and the hope is that their absence may provoke educational historians to make good this lack. Detailed accounts of adult education should follow the publication of this chronology.

Secondly, examination of the entries reveals several salient points. The first is that the word 'adult' does not necessarily refer to the age or status of the learner, but simply distinguishes the education provided from formal schooling. This is not tied to any particular age, and includes teenagers and older people. The programmes described therefore include learners of all ages and it is for this reason that the term 'adult education' is being discarded in favour of others which are less prescriptive.

Thirdly, adult education is not limited to any particular form of learning. It embraces the acquisition of skills as much as the shaping

of attitudes and the formulation of ideas. It is a key element in plans for national development and in the preservation and enhancement of national cultures. It is concerned with the production of books and other media, and with assisting agricultural innovations, the development of appropriate technologies and improvements in health education. It has a spiritual dimension. It covers the whole span of human interests. Indeed, it is this rich diversity of activities embraced within the term which has led to an equal diversity of providers of adult education, two factors that have made it difficult to administer since it does not fit into any one ministerial niche. All this is well-illustrated in the chronologies, and will be further referred to later in this introduction.

Fourthly, taken together, the chronologies give perhaps the first real picture of the steady development which has taken place in the provision of educative activities for those who never enter formal schooling, those who have only a limited experience of it, and those many who increasingly recognise the need for life-long continuing education. What emerges is how adult education responded to differing situations in the histories of the countries involved. A study of adult education in a country makes a commentary on its economic, social and political life. Leaving aside the issue raised earlier of largely undocumented forms of education for adults which preceded colonial conquests, the original emphasis of Western missionaries was to impart what were considered the essential skills of reading and writing, mainly though not exclusively in order that the Christian message could be more efficiently relayed. Colonial administrators soon realised that their work depended on the existence of a reservoir of people able to undertake junior clerical work, increasingly necessary as administrations grew in size and complexity.

The necessary training was provided either at elitist secondary schools – essentially early examples of vocational institutions, one or two of which were established in most countries – or through adult continuation classes which offered a second chance to study the primary school curriculum and receive an all important 'piece of paper', still a contentious matter in the minds of some purists.

From the beginning of the twentieth century, agricultural extension was an increasingly significant feature in adult education as it became essential to improve the output of food for growing populations, and to produce crops for foreign export. This work gained in significance as a means of resettling returning soldiers who had been recruited to fulfil duties away from their countries of origin.

The 1950s saw the emergence of universities and the establishment of extra-mural departments, closely fashioned on the British model. This was a time when many countries in Africa were beginning to assume sovereign independence and it was felt that the most suitable contribution to adult education which universities could make was what the Workers' Education Association had done in Britain at the end of the previous century. It was also the time when liberal non-vocational education came to prominence, giving leaders at both national and local levels the opportunity to study through reading and group work the economic, social and political issues of the day. Thus it was that adult educators in particular became thorns in the flesh of colonial administrators, a situation that persists to some extent in several countries in the post-colonial era. It took universities several decades to see that they could make other significant contributions to the development of adult education – for example, by helping to train some who chose to work in that branch of education and by undertaking much needed research.

It is only in recent times that non-formal education has been viewed as an essential complement to formal education. The ever-growing demands of increasing populations in tandem with diminishing revenues have necessitated a re-assessment of the value of adult education. It is no longer seen as a poor relation in national educational provision, but as an indispensable component. No country in Africa can achieve the goals of the 1990 Jomtien Conference on Education for All without taking adult education seriously. The sad paradox is that after adult education has been accorded due recognition, economic recession is biting into the resources available for all education, and the result is that out-of-school education is still the first to suffer from budget cuts, seemingly without thought as to what this will mean to future generations.

Furthermore, as African countries deserve and need every stimulus for social and economic development, now should be the time for greater, not less, encouragement for both the formal and non-formal branches of education to work closely together, thereby using scarce resources to maximum effect. Much can be done out-of-school to augment what is best done in school. It was unfortunate that the Jomtien Conference emphasised only basic literacy for adults, instead of seeing how necessary continuing education is and how it can be dovetailed with formal schooling.

The chronologies encapsulate this broad sweep of history and show how adult educators have been aware that their programmes must meet contemporary needs. Failure to ensure relevance would have resulted in there being no takers for what was on offer. The lesson for those involved in adult education today, as in previous generations, is that programmes must be constantly evaluated to assess whether they are meeting real needs and are not simply a regurgitation of old practices.

Of several themes which emerge from a study of the chronologies, two deserve particular mention. The first is the necessity of training people for work in adult education. For a long time this was a wholly neglected aspect of education. Teacher-training colleges were unable to include it in their work and, as already noted, it was not until the 1960s that universities became involved. Training of adult educators continues to be an underdeveloped form of training everywhere. It is questionable whether in Commonwealth Africa it is best handled solely by universities, since that makes the training offered unnecessarily expensive (university staff enjoy bigger stipends than, say, tutors in teacher-training colleges), but more importantly, what is offered tends to be unduly theoretical. Indeed, it is this emphasis on theory rather than practice that is promoting some controversy over how best to train teachers of the young. The chronologies shed no light on whether any new thinking is taking shape on how to prepare, particularly, the grass-roots workers in adult education, and give no indication that colleges of similar

standing to those for teachers are being considered. Since the training of staff is an essential feature in any system of adult education, it is hoped that when this book is updated in the future, more information on this topic will be available.

The second particularly noteworthy theme, one which has been a constant issue for debate, is how non-formal adult education should be administered. The general pattern is for different ministries to be given responsibility for different aspects of the work, and efforts made to call together the many diverse partners so that resources are used to best effect and workers in the field co-operate. There is no single formula which can be applied; each country presents a different set of circumstances. Kenya was a pioneer in setting up a representative Board of Adult Education in the Ministry of Culture and Social Services. Botswana has a Rural Extension Co-ordinating Committee in the Ministry of Finance and Development Planning. The importance of adult education in the provision of education for national and individual development requires that ways and means be found in every country for enabling the many interests and agencies involved, including non-governmental organisations, to work within an accepted structure.

The state of the art of adult education in Commonwealth Africa is presented as a whole in this book for the first time. Adult educators have cause to be proud of their achievements. All concerned with human resource development can now learn from the experiences of others working in the same continent, with the same objectives but within differing circumstances, constraints and opportunities.

These chronologies mark an important step forward in the provision of adult education in Commonwealth Africa.

Iffley, Oxford, June 1996

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¹ No biographical details had been received from Miranda Greenstreet (Ghana) and Koti Sibi-Mensah (Ghana) by the time of going to print.

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Hurrynag received a BA from London; a C.T.M.E. from Paris, and a Diploma in Educational Administration from Leeds. His interests include democracy at grassroots level, history textbooks for schools, management of institutions of higher education and learning, and professionalism in education. Among his publications are *Culture for National Development*, *Planning the Secondary School Curriculum for a Multi-racial Society*, *Contributions and Development of the Indian Community in Mauritius*, and *The Role of Indian Nationalists in the Social Development of Mauritius (1901-25)*.

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Nondo began her professional career as a registered nurse in 1965. After ten years of practice as a nurse and midwife, she entered

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Nondo attended the University of Zimbabwe where she received a diploma in nursing education in 1981, her BA in 1985, and her Master of Adult Education in 1987. Nondo's interests are nursing and workers' education, gender studies, literacy, co-operative education, trade unionism, and vocational and technical education.

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University of Ibadan, Nigeria

Michael Omolewa is currently head of the Department of Adult Education at the University of Ibadan, Nigeria, where he also teaches the history of adult education. He was dean of education at the university from 1985 to 1987. In 1989, Omolewa led Nigeria's oldest Department of Adult Education to win the prestigious UNESCO International Reading Association Literacy Prize.

In addition to his academic career, Omolewa has served as national secretary and national president of the Nigerian Council for Adult Education. He is a member of the Nigerian National Commission for UNESCO, and chairperson of the commission's education sector.

Omolewa took his BA and PhD degrees in history. He was the recipient of the J. Roby Kidd Special Citation for distinguished contribution to adult education (1985). He has authored several books and articles on adult and continuing education, distance education and community development.

Lois Anne Sebatane

National University of Lesotho, Lesotho

Lois Sebatane is deputy director of the Institute of Extra-Mural Studies (IEMS) at the National University of Lesotho. She has been with the IEMS as project co-ordinator and as head of the research/evaluation and media

division. She also teaches at the institute in the sub-degree and degree programmes in adult education.

Sebatane was a founding member of the Lesotho Association of Non-formal Education (LANFE). Her interests are non-formal education in developing countries, gender issues and the rights of women and children.

Ekundayo J. D. Thompson

Kenya Post Literacy Project

Ekundayo Thompson has served as principal of the Laura Dove Vocational School in Freetown, Sierra Leone, as national secretary of the People's Educational Association of Sierra Leone, as tutor at the Department of Extra-Mural Studies and lecturer at the Institute of Adult Education and Extra-Mural Studies, Fourah Bay College, University of Sierra Leone.

In 1986 he was a member of the task force which undertook a continent-wide needs assessment survey for the African Association for Literacy and Adult Education (AALAE). Since 1989, he has worked in a number of African countries, including Kenya, Uganda and Liberia, to help build the institutional capacities of the member associations of the AALAE. He was co-ordinator of the Technical Assistance Project which was implemented in Kenya, Uganda and Liberia.

He has lectured and published extensively on adult education, community education and NGO management. In 1995 he published *Curriculum in Non-Formal Education* and *The Prince of AALAE: Corruption and Mismanagement in a Regional Organisation* in 1997.

He is currently the German Technical Co-operation (GTZ) project co-ordinator for the Kenya Post Literacy Project.

Edwin Townsend-Coles

After graduating in 1952, Edwin Townsend-Coles was appointed warden of a residential adult education college, run under the auspices

of the Young Men's Christian Association (YMCA). He later became education secretary for the organisation and, in 1959, moved to what was then Southern Rhodesia (now Zimbabwe) to start the YMCA there on a non-racial basis. In 1961 he was appointed first director of the University Institute of Adult Education. This set a new pattern for university involvement in adult education and the first university course in the subject in Africa was established.

In 1971 he joined UNESCO as a specialist in adult education and served in Greece, Afghanistan, Nigeria and Botswana. For a time he edited the UNESCO Adult Education Newsletter. He undertook short missions in the Sudan, Lesotho, Mauritius and Swaziland, and served as a World Bank consultant in Liberia, Ethiopia and Botswana. His last assignment for UNESCO before retirement was as chief education officer in Botswana, where he designed the National Literacy Programme. He remained in Botswana for a further five years as adviser in education.

More recently he has visited Malawi to prepare documents for the Education for All Conference; Namibia, to make proposals for a national literacy programme; Ghana and Zambia, to plan improvements in teacher training; and Kenya, to make proposals for post-literacy education.

Townsend-Coles has written seven books on adult education. His first, published in 1969 and revised in 1977, *Adult Education in Developing Countries*, was used in universities for training adult educators. In 1988, Manchester University published *Let The People Learn*, in which he gives a detailed account of the establishment of a Department of Non-Formal Education in Botswana, and of the design and launch of a national literacy programme. His most recent book was based on an international study for the Swedish International Development Agency (SIDA) and entitled *After Literacy, What?*

He was a founder member of the Adult Education Association for East and Central Africa, and is a member of the Commonwealth Association for the Education and Training of Adults. In recent years he has worked for the Swedish International Development Agency (SIDA), Danish International Development Assistance (DANIDA), the German Technical

Co-operation (GTZ), Deutsche Stiftung für Internationale Entwicklung (DSE), the World Bank and the Commonwealth Secretariat.

Edward D. A. Turay

Fourah Bay College, University of Sierra Leone,
Sierra Leone

Edward Turay is the director of the Institute of Adult Education and Extra-Mural Studies at Fourah Bay College, University of Sierra Leone. He was elected for a two-year term as national president of the People's Educational Association of Sierra Leone (PEA) in 1993. He served from 1987 to 1993 as the association's national secretary. He has been an executive council member of the African Association for Literacy and Adult Education (AALAE), representing Anglophone West Africa as vice-chairperson. Turay has organised over 400 adult education workshops sponsored by the German Adult Education Association (DVV).

Turay began his teaching career as a teaching fellow in history at Fourah Bay College (1976-80). He was also a tutor at the Institute of Adult Education and Extra-Mural Studies. He received his BA Honours in history from the University of Sierra Leone, an MA from Birmingham University, and his M.Ed. with Honours in adult and community education from the University of Glasgow. He is the author of *Adult Education in Sierra Leone (1870-1939)* and co-author of *The Sierra Leone Army: A Century of History*, both published in 1987.

Shirley Walters

University of the Western Cape, South Africa

Shirley Walters is professor of adult and continuing education at the University of the Western Cape. She was appointed the first Director of the Centre for Adult and Continuing Education (CACE) in 1985, overseeing its growth into a vibrant centre of teaching, research and service to the community.

She has authored and co-authored many articles, academic papers and publications in her field.

Frank Youngman

University of Botswana, Botswana

Frank Youngman is a professor and head of the Department of Adult Education at the University of Botswana where he has been since 1975. He has held positions as director of the Institute of Adult Education and as dean of the Faculty of Education.

Youngman was a member of the National Commission on Education which reviewed Botswana's education system between 1992 and 1993. He has also published widely on many aspects of adult education including *Adult Education and Socialist Pedagogy* (London: Croom Helm, 1986).

Purpose and Method of the Project

*The development of a chronology is often the first step
in understanding history or in understanding
historical research.*

James A. Draper

Purpose of the Study

The overall purpose of this comparative and international research project is to document and analyse the chronological development of adult education in countries that are members of the Commonwealth, from the early 1900s to the present, beginning with Africa.

Background and Methodology

There are currently 53 countries in the Commonwealth, organised into five regions: Africa, the Caribbean, South and East Asia, Europe (including Canada), and Asia South Pacific.

Discussion of the project was initiated by the project director at the Fourth World Assembly of Adult Education, held in 1990 in Bangkok and organised by the International Council for Adult Education (ICAE). Further discussion with colleagues followed in Malaysia and elsewhere. This was a way of confirming the need

for and interest in the project, and for working out the design for its development.

With guidelines from the project director, country co-ordinators were selected to undertake the development of the country-specific chronology, to include the role of government, NGOs, trade unions, women's groups, religious organisations and others.

'Adult education' was broadly defined. Each chronology was intended to include a wide range of sponsoring agencies, subject matter and client groups.

An essential component of the project design was that the development of each chronology should be participatory - that is, as many people as possible should be involved in constructing it in order to minimise any particular bias or focus.

Outcomes

It is anticipated that a series of monographs, one for each of the Commonwealth regions (excluding Europe) will be published. Royalties will be shared by the regions.

Looking Back

Acquiring a Historical Perspective

*The rearview mirror is my only crystal ball
There is no guide to the future except
through the analogy of the past*

Northrop Frye, Canadian scholar

James A. Draper

Valuing History

Looking back is an appropriate way to begin the process of trying to understand the present as well as future trends in the field of adult education. It is the history of adult education which forms the foundation for understanding current programmes, agencies, philosophical values, and teaching and learning methods. There is a natural progression from the past to the present and to the future.

From the history of adult education comes the basis for examining the philosophy which guides practice; the meaning and the practical applications of various concepts; the extent to which adults participate in meaningful learning activities; the various factors which encourage or prevent participation; the psychology and development of adults; the specific programmes conducted by particular agencies; and the development of adult education and its network as a specialised field of study and practice. All of these have deep historical roots.

Apart from helping us to understand current practices and philosophies, a study of history also helps us to better understand the social, political, economic and cultural forces and contexts within which adult learning occurs at any given point in time. It is context which determines not only what people learn, but also how and where they learn. For example, contexts dominated by economic depression,

war or the introduction of new technologies will produce very different subject matter and modes of learning. One must also acknowledge the individual's personal context – for instance, preparation for parenthood or for a first job. Indeed, context is perhaps the single most important factor in planning effective adult education.

Finally, the social and demographic character of society has always influenced the kinds of things people need to learn in order to carry on with their daily lives. Relevant factors include the character of the rural/urban mix in society; the dominance of certain groups at various times; the learning of gender roles and such roles as worker, parent, servant; and shifts from the extended family unit of the past to the nuclear family which now dominates many societies.

There are many reasons, therefore, for attempting to gain a reasonable grounding in the history of adult education. It may assist one, for example, to:

- satisfy one's curiosity about why certain things are done in certain ways;
- understand the roots of our values, thereby providing a more comprehensive perspective on current programmes, practices and beliefs;
- appreciate those leaders who helped to articulate our values, lay the foundation of our programmes, and create a uniqueness in the field of adult education;

- deepen professional identity as a result of knowing our roots;
- understand the various forces which brought about unique and innovative approaches to dealing with societal problems and needs; *and*
- appreciate the struggles and forces which led to the formation of current organisations and practice.

In short, a historical perspective is a means to expand identity. It is also a means to assess changes that have occurred, find meaning in the present, and prepare the best that we can for a shared future.

What is History?

There are varying opinions about what constitutes history. E. H. Carr notes that history is a continuous process of interaction between the historian and available facts; an unending dialogue between the present and the past. Most pertinently, he notes that the 'facts' of history are simply those which the historian has selected to scrutinise – that is, all historical facts come to us as a result of interpretive choices made by historians. It is not the 'fact' itself but the value put on it that accounts for historical interest.

Both the reader and the writer of history have their own particular points of view and bias. It is therefore important to know who wrote and interpreted the 'facts' on which historical documentation is based. One must differentiate between 'fact' and 'interpretation'. Complicating the matter further is the fact that often we must infer the kinds of learning which occurred historically for average people ('the masses'). Such persons seldom recorded their thoughts or living conditions, partly because their main preoccupation was survival and because few were literate. There was essentially an oral tradition and, for this reason, one must value folklore, ritual, tradition and mythology as part of the context for understanding the lives of 'the masses'.

Much more work needs to be done in this regard in writing the social history of adult education.

Both the writing and the interpretation of what is documented are selective and to this extent history is never neutral. Adult educators assume that each human condition and each human event has a historical context and therefore an explanation for its occurrence and condition. The challenge is to gain as much insight as is possible about the place of learning in directing and enriching the development of individual men and women.

The Heritage and Profession of Adult Education

Adult education has a rich and diverse heritage, including the cross-cultural sharing of ideas, values and programmes. It is obvious that, in the past and in the present, adult learning has been and is synonymous with living. Adults have always been learners in order to survive, to create, to understand, and to pass on their culture and language.

Learning and education are both rooted in the earliest years of human development. Learning may occur in any imaginable setting: under the shade of a tree; in agricultural fields; in churches, mosques, and other traditional centres of learning; through theatre, ritual and folk music; as well as in homes and workplaces.

To a great extent, what people learned was dependent on the resources and opportunities that were available, and as the coerced or voluntary forces which led them to learn. The reasons for learning are as diverse as the number of learners. Learning often centred around moral education, becoming literate, the learning of a new language or a new trade, or trying to find meaning in one's life.

The history of adult education is woven from the stories of men and women, of agencies and institutions, of values, causes and movements, of beliefs, and of relationships between individuals and nations. In essence, it is a history consisting of continuing attempts to increase individual choices, empowerment and improvement in the quality of life.

The education of adults is not limited to the content being learned, to any particular method for teaching and learning, or to any time and place. Adult education is not simply the process of acquiring knowledge, but of creating and applying it. The provision for learning is based on a fundamental system of values (a philosophy) and a number of basic assumptions, including the ability of people to learn and their willingness to take responsibility for their own learning.

Finally, an understanding and appreciation of the history of adult education is a major factor which distinguishes the professional

from the non-professional educator. An historical overview should be part of all training programmes for adult educators, as a way of professionalising the field of adult education. The professional should be expected to have a detailed grasp of the body of knowledge within the field of adult education, based on research and critical reflection; an historical perspective and understanding of the field; and a grounding in the theory of adult learning. Hence, the adult educator should be able to understand 'why' things work in practice rather than only being able to describe 'what' is being done.

Definition of Terms

The definitions used in this publication are personal to the project director, although many do reflect the general international usage.

Learning

- A process of interacting with, adapting to, shaping, and understanding our environment.
- A process of understanding ourselves.
- A process of acquiring knowledge/skills/attitudes/values through informal experience or systematic study, formal and non-formal.
- Learning can be unintentional or intentional.

Education

- A process of managing intentional/planned/systematic learning.
- A process of organising learning toward a predetermined goal or direction (therefore excluding unintentional learning, except incidentally).
- All education is 'continuing education' since it is always built on previous individual experience and knowledge, not necessarily requiring literacy skills.

Adult Education

- 'Learning' is the essence of adult education.
- A process of facilitating and managing the intentional, formal and non-formal learning of adults (but always accompanied by incidental and informal learning).
- The facilitating, supporting, managing and

understanding of the unintentional and intentional or planned learning of adults.

- Refers to both:
 - a) a field of practice; *and*
 - b) a field of study (for example, a discipline within the social sciences with its own body of knowledge derived from research and critical reflection).

'Adult education', as used here, is not defined by the content, skills, attitudes or values being learned (such as literacy education or professional continuing education); by any particular age group; by the sponsoring agency or location of the educational programme; or by the methods of teaching and learning being used. These are only variables for describing specific educational programmes.

Some might criticise this definition as too broad and all-encompassing, although internationally and historically the tendency has been to use a broad rather than a narrower definition. The same criticism could be extended to other fields of study, such as political science, sociology, economics, geology and anthropology, all of which use 'all-encompassing' definitions to define their fields.

Formal Education

- Education, that is, intentional and purposeful learning, for which one receives formal recognition for academic and/or skills achievement (for example, by being awarded a degree or diploma).

Entrance into programmes requires a formal application, meeting predetermined standards or requirements, and official registration by

the institution granting the degree/diploma. The process of the programme is regulated by policies, examinations and the awarding of grades, as is the termination or conclusion of the programme. Universities, colleges and schools are primary examples of formal institutions of education. It should be noted, however, that such institutions frequently offer non-credit, non-formal educational programmes to adults.

Non-Formal Education

- Educational programmes which do not lead to the awarding of degrees or professional/occupational certification or diplomas. Such education does not preclude the awarding of 'certificates of attendance' or certificates of skill achievement.

A Note to the Reader

The chronologies in this publication in no way constitute a complete documentation of adult education activities in specific countries. Much more could have been included and the reader is invited to accept this as a challenge and build on what is presented. For example, what events, educational programmes and agencies would you add to the chronology of your country?

The reader is invited to consider undertaking any or all of the tasks listed below.

- 1) Discuss the chronology of your country with colleagues and add to it, possibly with a view to a special country publication.
- 2) Develop a classification system of agencies, based on what is presented in and added to the chronology. This is almost a natural next step in conceptualising the information presented – that is, developing a taxonomy or classification of agencies which offer non-formal education and training programmes (see the work done by Muti in Zimbabwe, and Draper in India). There are many benefits to such a classification system, including further professionalising of the field of adult education.
- 3) Use the chronologies, especially the one for your own country, in the education and training of adult educators. For example, trainees might be asked to select an issue, or a special group or programme, and document how this is reflected in a chronology (and what is missing). Or, they could compare one country's chronology with those of other countries. The chronologies can make an important comparative and international contribution to adult education.
- 4) Note the political, social, economic and other forces which determined the context within which an event took place at a particular point in time, and compare these with other points in time.
- 5) Plan a piece of historical research which you would like to undertake (or see someone else undertake). Consider the research questions which you think should guide the research.
- 6) Formulate other ways in which the country chronologies (and any additions) could be used for broadening our understanding of history, for training purposes, for planning programmes and for influencing policies.

Countries Included in the Project

COUNTRIES	AUTHORS
Botswana	Frank Youngman
Ghana	Miranda Greenstreet, Kofi Siabi-Mensah
Kenya	David K. Kirui
Lesotho	Lois Anne Sebatane, Bill Moore
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Zambia	Elizabeth Mumba
Zimbabwe	Clara Sipwe Nondo, Evison James Muti

It is most regrettable that the following Commonwealth Countries are not included in this publication: The Gambia, Malawi, Namibia, Swaziland and Uganda.

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Year of Independence and Current Population of (included) Commonwealth African Countries

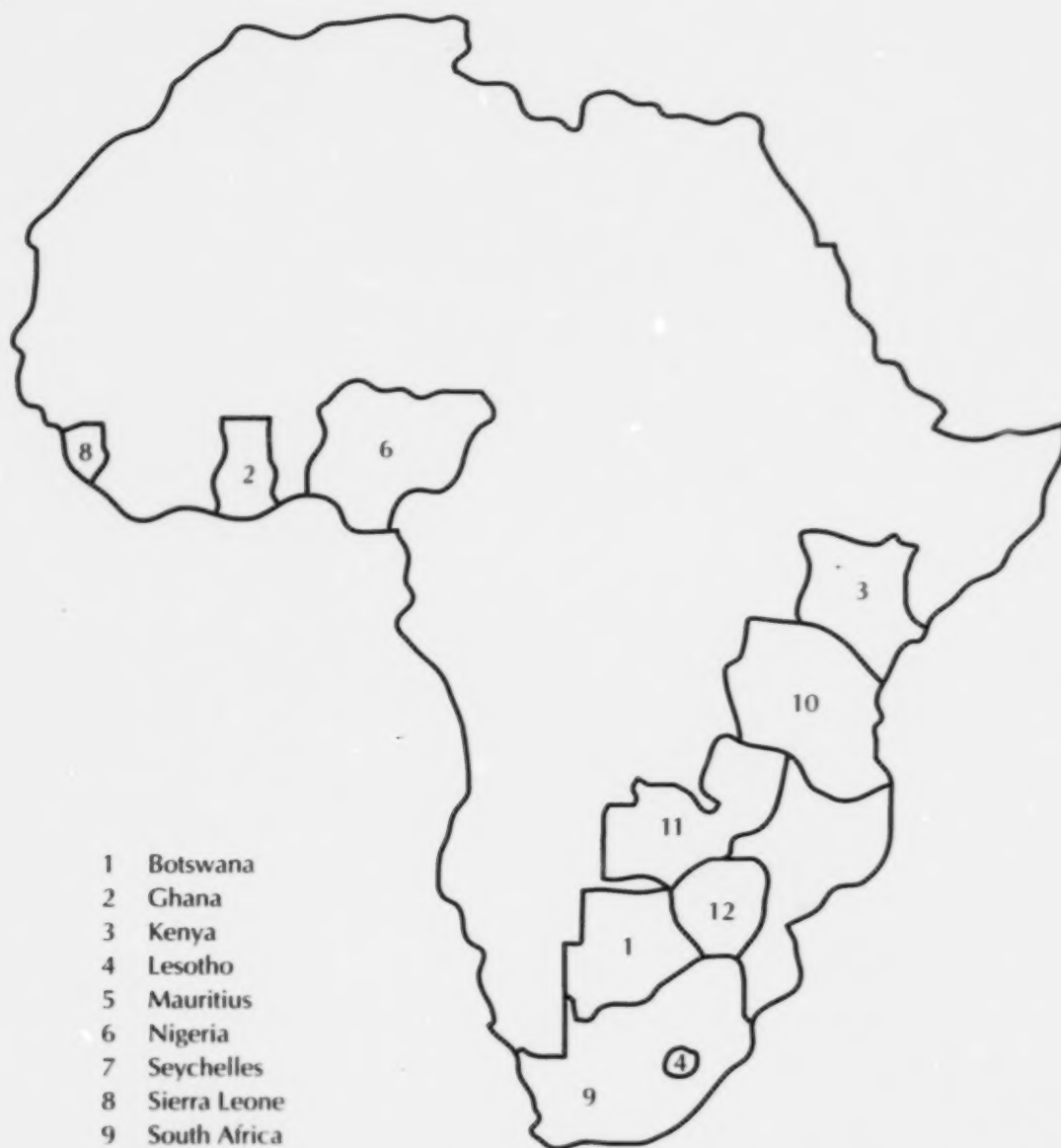
COUNTRY	YEAR OF INDEPENDENCE	POPULATION ¹
Botswana	1966	1 400 000 (1994)
Ghana	1957	16 470 000 (1995)
Kenya	1963	26 440 000 (1995)
Lesotho	1966	2 110 000 (1996)
Mauritius	1968	1 130 000 (1995)
Nigeria	1960	97 220 000 (1995)
Seychelles	1976	73 850 (1994)
Sierra Leone	1961	4 460 000 (1993)
South Africa	1961	41 540 000 (1995)
Tanzania	1961	29 700 000 (1994)
Zambia	1964	8 940 000 (1993)
Zimbabwe	1980	11 500 000 (1995)

1. From Hunter, B. (ed.) (1997) *The Statesman's Yearbook: A Statistical, Political and Economic Account of the States of the World for the Year 1997-98*. London: MacMillan.

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AFRICA: ADULT EDUCATION CHRONOLOGIES

Commonwealth countries profiled in the book



- 1 Botswana
- 2 Ghana
- 3 Kenya
- 4 Lesotho
- 5 Mauritius
- 6 Nigeria
- 7 Seychelles
- 8 Sierra Leone
- 9 South Africa
- 10 Tanzania
- 11 Zambia
- 12 Zimbabwe

70

50

P a r t 1

Country Chronologies

Botswana

Frank Youngman

Year of independence 1966

Population in 1994 1 400 000

1931 ▲ The colonial government stationed an agricultural demonstrator with the Bakgatla ethnic group to introduce new methods of crop farming.

1935 ▲ The colonial government established the Department of Agriculture, whose responsibilities included agricultural extension to promote innovations in crop production.

▲ H. J. E. Dumbell, the new Director of Education for the Bechuanaland Protectorate¹, proposed the establishment of adult schools to teach men and women 'things which they think will be of real value to them', and the development of in-service training for primary school teachers.

1939/45 ▲ Bechuanaland troops serving in the African Pioneer Corps in the Middle East received literacy and numeracy tuition.

1943 ▲ The Mochudi Homecrafts Centre was established by the Dutch Reformed Church to provide training in home economics for out-of-school girls.

1946 ▲ The government established in the Department of Education the post of welfare officer, whose duties included 'adult and audio-visual education'.

1947 ▲ The Department of Agriculture established its first major agricultural extension programme - the Co-operative Demonstration

Plot Scheme - aimed at introducing dryland farming methods to progressive individual farmers.

1961 ▲ The government established Radio Bechuanaland and the Department of Information Services, both with a mission to provide the public with information and education.

1962 ▲ The government's agricultural extension programme was reorganised and the Pupil Farmer Scheme, designed to spread crop production innovations more widely, was introduced.

▲ The government established the Bechuanaland Trade School, offering courses for adults in building construction, carpentry and motor mechanics.

1963 ▲ The government published information on the first National Development Plan, for the period 1963-68, with detailed proposals for several areas of adult education, including agricultural information and extension, co-operative education, in-service training for teachers and civil service personnel, community development and broadcasting.

1964 ▲ The government established the Department of Co-operative Societies, and programmes of co-operative education and training commenced for members, elected committee members and full-time staff.

▲ The Bechuanaland Trade School was renamed the Bechuanaland Training Centre and increased emphasis was given to the in-service training of government staff, especially in clerical and administrative skills.

▲ UNESCO published the report *Bechuanaland Educational Planning Mission* which, among other things, documented existing adult education provision, such as evening classes for primary education and vocational

¹ The British declared the Bechuanaland Protectorate in 1885. The country became Botswana on independence in 1966.

training, and proposed new developments - for example, adult literacy classes and short extension courses on community leadership.

1965 ▲ The government established the Department of Community Development to undertake rural development by promoting village projects and institutions such as village development committees. The new department started adult literacy classes on a small scale.

▲ P. van Rensburg established the Serowe Brigades, a non-governmental vocational training centre for adults and youth, teaching skills such as building construction.

1966 **The Bechuanaland Protectorate became the independent country of Botswana.**

▲ The new government established the Botswana National Library Service, whose mandate included extension activities.

1967 ▲ The Ministry of Agriculture opened the Botswana Agricultural College, for the training of agricultural extension workers, and the Denman Rural Training Centre, the first of a network of centres for farmer training and other non-formal education activities. The ministry also established the Agricultural Information Service to provide media support to its agricultural extension programmes.

▲ The National Museum and Art Gallery was established with a mandate which included public education.

▲ Capital Continuation Classes, a private night school offering secondary education to youth and adults, was started in Gaborone. This was the first secondary level night school.

1968 ▲ The Ministry of Education initiated an in-service course for untrained primary school teachers, called the Francistown Teacher Training College Correspondence Course Project, which was the first distance education programme in the country.

1969 ▲ The Ministry of Health established the family welfare educator cadre of village-based extension workers with the responsibility for preventive health education in the community.

▲ The University of Botswana, Lesotho and Swaziland² opened a country office of its Extension Department (subsequently renamed the School of Adult Learning and, in 1971, the Division of Extra-Mural Services) to provide outreach activities in the community.

1970 ▲ The Botswana Christian Council established an Urban Industrial Mission in the new mining town of Selebi-Phikwe. It opened a night school, offering primary and junior secondary education and commercial subjects, started a vocational training centre offering carpentry and home economics, and produced a community newspaper. This constituted one of the first urban initiatives in adult and youth education.

1971 ▲ The census reported an adult literacy rate of 40 per cent.

▲ A community development staff-training unit was established by the Ministry of Local Government and Lands within the Botswana Agricultural College, and a pre-service Certificate in Community Development offered.

1972 ▲ The director of the Division of Extra-Mural Services of the University of Botswana, Lesotho and Swaziland gave an address entitled 'Adult Education for Botswana' to the annual conference of the ruling Botswana Democratic Party. He discussed formal and non-formal adult education programmes and proposed an adult education organisation modelled on Ghana's People's Educational Association.

▲ The government established the Rural Extension Co-ordinating Committee, serviced by the Rural Development Unit in the Ministry of Finance and Development Planning, to co-ordinate the activities of the various ministries with extension programmes.

2. The University of Basutoland, Bechuanaland and Swaziland was established in 1963 in Roma, Basutoland. In 1966 it became the University of Botswana, Lesotho and Swaziland. Degree teaching in temporary accommodation began in 1971 in Botswana and Swaziland, and the campuses were fully operational in 1973. Lesotho left the three-country university in 1976, and in 1982, the other two countries established separate universities.

▲ A small-scale work-oriented literacy experiment was undertaken by the university's Division of Extra-Mural Services in Francistown, and adult literacy classes were started by the Botswana Christian Council's Urban Industrial Mission in Selebi-Phikwe.

▲ The Botswana Federation of Trade Unions established the Trade Union Education Centre to provide education for trade union members and officials.

▲ The Ministry of Agriculture established the Co-operative Education Centre to provide education and training for co-operative members and officials.

1973 ▲ A 'National Seminar on the Training of Botswana Farmers' reviewed the role of adult education in rural development, with special reference to improving agricultural production.

▲ The university's Division of Extra-Mural Services ran the first nation-wide radio learning group campaign, called 'The People and the Plan'. It involved 1 400 groups in learning about the National Development Plan.

▲ The government published the White Paper *National Policy for Rural Development* which included recommendations for the development and co-ordination of extension services.

▲ The Ministry of Education established the Botswana Extension College to use distance education methods to provide secondary education, training courses for development workers and information programmes for adults.

1974 ▲ The government's Rural Extension Co-ordinating Committee introduced the concept of village extension teams to co-ordinate extension services at village level.

▲ The governments of Botswana, Lesotho and Swaziland established the Institute of Development Management, with headquarters in Gaborone, to provide management training for public officers.

▲ The Ministry of Commerce and Industry established the Small Trader Extension Service and the Wildlife Education Unit to provide business and environmental education.

▲ The Ministry of Health established the Health Education Unit to provide extension programmes in health education.

▲ The Ministry of Agriculture published *Women's Involvement in Agriculture* by C. A. Bond, the first government-sponsored study of gender and adult education. It showed that although women played an important role in agriculture they were not reached by extension services. It recommended a service aimed specifically at women.

▲ The *Laedza Batanani* ('It's Time for Collective Action') campaign was launched in the north-eastern area of the country; the first use of theatre for community education.

1975 ▲ The Ministry of Agriculture was re-organised and the Department of Agricultural Field Services was established to provide a comprehensive agricultural extension service.

▲ Adult educator positions were established at Tutume Community College and Madiba Educational Training Centre. This was the first time that secondary schools employed people specifically responsible for adult education in the surrounding community.

▲ Management of community development staff was decentralised from central government to local council level, to provide a service more responsive to local needs.

▲ The non-governmental Rural Industries Innovation Centre was established to develop appropriate technologies and disseminate them through training programmes and extension activities.

▲ The Roman Catholic Church established the Cathedral Commercial School in Gaborone, the first private school to provide secretarial and clerical training.

1976 ▲ The Ministry of Education established the Brigades Development Centre to provide training and support services to the Brigades, community-based organisations providing vocational training to young adults and extension services.

▲ Involved individuals and organisations formed the National Popular Theatre Committee to promote and co-ordinate the use of theatre for community education.

▲ The first 'National Conference on Non-Formal Education' took place in Gaborone to discuss national policy issues and to provide a dialogue with members of the National Commission on Education.

▲ The *Lefatshe La Rona* ('Our Land') nation-wide radio learning group campaign was run by the government on its proposed tribal grazing land policy, involving 3 500 groups of adults in a process of information-giving and consultation.

▲ The *Botswana Adult Education Newsletter* was launched by the Botswana Extension College and the university's Division of Extra-Mural Services as a means of disseminating useful information on adult education to practitioners.

▲ The Botswana Extension College established a cadre of district adult education officers to run programmes in the field and published the first *Directory of Non-Formal Education*.

1977 ▲ The *Report of the Community Development Review Committee* was published. It reviewed the situation of community development staff in the local councils. It also made recommendations on organisational issues and the functions and training of community development staff.

▲ The report of the National Commission on Education, *Education for Kagisano*, was published. It included a chapter on 'Out-of-School Education' covering extension activities, continuing education and vocational studies, work- and production-based training, and cultural and recreational programmes. It argued for increased learning opportunities out of school as a central feature of educational development.

▲ The government published the White Paper *National Policy on Education* which stated that it would give high priority to out-of-school education and would prepare a separate White Paper on non-formal education.

▲ The Botswana Extension College launched *Go Bala Ke Tswelelopele* ('Reading and Writing is Progress'), a pilot functional literacy project in a number of districts in the south of the country.

▲ The founding conference of the Botswana Adult Education Association was held. The association sought individual and organisational members who would share the goal of promoting adult education.

1978 ▲ A 'National Popular Theatre Workshop' was held in Molepolole to introduce extension workers to theatre as a useful

method for their work in areas such as agriculture, health and community development.

▲ The university's Division of Extra-Mural Services was reorganised as the Institute of Adult Education to facilitate the provision of professional training courses for adult educators in the Faculty of Education.

▲ The government established the Botswana National Cultural Council to promote and co-ordinate cultural activities.

▲ The university's Institute of Adult Education launched the Cultural Development Project to develop participatory activities in the performing arts at village level in northern areas. This was one of the first initiatives in using adult education to promote culture.

▲ The Ministry of Education established the Department of Non-Formal Education, which absorbed the Botswana Extension College and had a wider mandate to undertake correspondence education and other forms of non-formal education, including literacy.

1979 ▲ The university's Institute of Adult Education started the Diploma in Adult Education as a professional training course for people with secondary school qualifications and field experience as adult educators. This was the first course to offer adult education as a field of study.

1980 ▲ The Ministry of Commerce and Industry established the rural industrial officer cadre to provide extension services to rural industries and income-generating projects.

▲ The Institute of Adult Education launched an experimental literacy programme in five districts.

▲ The Botswana Training Centre was reorganised as the Botswana Institute for Administration and Commerce to be the major in-service training centre for the public sector.

1981 ▲ The census reported an adult literacy rate of 54 per cent.

▲ The Department of Non-Formal Education launched the National Literacy Programme.

▲ *Adult Education in Botswana 1960-1980: An Annotated Bibliography* by F. Youngman was published. This was the first systematic compilation of documentary sources on the field of adult education in Botswana.

▲ The Botswana Agricultural College established the Diploma in Agriculture for training agricultural extension officers in agricultural science and extension methods.

▲ The Ministry of Health established a Continuing Education Unit at the National Health Institute to meet the needs of health-care personnel. This was the first institutionalised use of the concept of continuing professional education.

▲ The Department of Non-Formal Education published *Learning Opportunities in Botswana*, the first comprehensive guide to out-of-school opportunities for the adult public.

1982 ▲ The Ministry of Education published the *ISCE Handbook for Botswana*, which applied the International Standard Classification of Education and provided a classification of the various aspects of adult education within the national education system.

▲ The Botswana Federation of Trade Unions, the University of Botswana and the International Labour Organisation ran a national workshop on 'The Role of Trade Unions in Socio-Economic Development and Strengthening of Workers' Education' with the aim of promoting trade union and workers' education. This was the first major conference on workers' education.

1983 ▲ The Rural Extension Co-ordinating Committee established a sub-committee on training to identify the training needs of extension workers and other adult educators, and to evaluate the extent to which existing training programmes were meeting these needs.

▲ The Rural Extension Co-ordinating Committee published its report *Towards Improving Extension Services*, which made recommendations for improving the effectiveness of extension services in terms of logistical support, organisational changes, training, local participation and co-operation among extension workers.

▲ The Certificate in Adult Education was initiated to train literacy assistants and other grassroots adult educators. It was the first University of Botswana programme to be offered by distance education.

▲ The university's Institute of Adult Education established the Women's Pro-

gramme Development Project to evaluate the impact of women's projects on disadvantaged women, and to identify the information and training activities that would support these projects.

▲ The *Report of the Social and Community Development Training Review Committee* was published, proposing organisational changes for social and community development services, and a focus on improving the productive capacity of villages rather than the dispensing of social welfare services.

1984 ▲ The Rural Extension Co-ordinating Committee published *Towards Improving Extension Services in Botswana: An Implementation Plan* by B. Hughes, which made recommendations on how to achieve greater co-ordination of extension services at district level, and how to improve supervision, training and logistical support.

1985 ▲ The Botswana Library Association held a conference on 'Libraries and Literacy' which identified key issues in the role of libraries in supporting adult literacy programmes, especially in relation to the promotion of reading by new literates.

▲ The Norwegian Agency for International Development published *A Directory of Non-governmental Organisations in Botswana*; the first guide to the NGO sector.

▲ The university established the Department of Social Work to provide training courses for social and community development workers.

1986 ▲ The Department of Non-Formal Education and the Botswana National Library Service established a Village Reading Room Pilot Project to provide information and post-literacy centres for adult readers.

▲ A University of Southampton (UK) PhD thesis entitled *The Political Economy of Agricultural Extension in Botswana* was completed by S. Gaborone, the first doctoral thesis by a Botswana citizen on an aspect of adult education.

▲ The Ministry of Home Affairs opened the Madirelo Training and Testing Centre to conduct trade testing and provide upgrading courses for adults in vocational skills.

1987 ▲ The Rural Extension Co-ordinating Committee held a 'National Workshop on the Training of Extension Workers', which reviewed the adequacy and effectiveness of existing training programmes for extension workers and made recommendations for future development.

▲ The Directorate of Public Service Management published the *Training Plan for the Botswana Civil Service*, which provided significant support for continuing education for public officers to improve their job performance.

▲ The first students (three women and eight men) were admitted to the university's BEd (Adult Education), an in-service degree programme for people already employed in adult education.

▲ The Ministry of Commerce and Industry established the Department of Integrated Field Services, bringing together the Botswana Enterprises Development Unit, the Business Advisory Services and the rural industrial officer cadre to provide a unified extension service for small business, especially in the informal sector.

1988 ▲ The Botswana Employers' Federation was reorganised as the Botswana Confederation of Commerce, Industry and Manpower, with a broader mandate, including the promotion of continuing education and training for the private sector.

1989 ▲ The Rural Extension Co-ordinating Committee held a 'National Seminar on Assessing the Training of Extension Workers' which reviewed training programmes for adult educators and recommended ways of institutionalising their evaluation.

1990 ▲ The Department of Non-Formal Education organised a national conference on the International Literacy Year.

1991 ▲ The census suggested an adult literacy rate of 69 per cent.

▲ The dormant Botswana Adult Education Association was re-established.

▲ The Ministry of Education organised a 'National Conference on Education for All', which adopted a broad concept of basic education that included non-formal education and extension programmes.

▲ The university dissolved the Institute of Adult Education and established the Department of Adult Education to provide qualification courses for adult educators, and the Centre for Continuing Education as the outreach arm of the university.

1992 ▲ The Department of Non-Formal Education organised a 'National Conference on Distance Education', the first major conference devoted to distance education.

1993 ▲ The Central Statistics Office began a National Household Literacy Survey on behalf of the Ministry of Education's Department of Non-Formal Education.

▲ The Botswana Adult Education Association organised a conference on 'The Development of Adult Education in Botswana' to relaunch the association and to propose new strategies for meeting the educational needs of adults.

▲ The *Report of the National Commission on Education* (1993) was published. A chapter on 'Out-of-School Education' included consideration of adult basic education, extension programmes, continuing education and distance education.

1994 ▲ The government published *The Revised National Policy on Education*, which incorporated most of the suggestions on out-of-school education made by the National Commission on Education.

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G h a n a

Miranda Greenstreet & Kofi Siabi-Mensah

Year of independence 1957

Population in 1995 16 470 000

1787 ▲ The earliest indigenous societies aimed at improving the living conditions of the native population. The Toridsoman society was founded at Cape Coast.

1835 ▲ The Basel Mission began a programme in terms of which all non-literate members of the church attended a weekday evening class for one year.

1862 ▲ The Temperance Society was formed at Cape Coast to promote modern value systems and support old social habits.

1870 ▲ Church missionaries organised evening courses and Sunday schools for illiterate church members where they were taught to read and write, and given religious instruction. Evening courses and Sunday schools were the centre of adult literacy efforts. For example, the Wesleyan Methodist Church which ran a national Sunday Literacy Programme, had 1 082 Sunday schools.

1902 ▲ The Ladies Mutual Club was founded at Sekondi to promote conviviality among educated women.

1935 ▲ The broadcast service known as Station ZOY began in Accra. The station broadcast programmes of the British Broadcasting Corporation (BBC).

1939 ▲ Broadcasts began in four Ghanaian languages: Twi, Fanti, Ga and Ewe. Information on World War II was given in these languages.

1943 ▲ A report of the Colonial Office Advisory Committee on Education in the Colonies, titled *Mass Education In African Society*, officially marked the entry of the colonial government into the field of adult literacy and education. The report emphasised the importance of literacy in social, economic, and political improvement.

1945 ▲ The Asquith and Elliot Commissions, both reporting on higher education in British West Africa to the Secretary of State (in Britain) for the Colonies, stressed the need for university-based adult education programmes.

▲ Based on these reports and the post-war agitation for improved access to education, Oxford University expressed interest in the promotion of university-based adult education in the Gold Coast. Colonel George Wigg (later Lord Wigg), a British member of parliament and member of the Oxford Tutorial Classes Committee, visited the Gold Coast to study and report on army education in the colony. He commented favourably on the potential of adult education in the Gold Coast and West Africa generally.

1947 ▲ T.L. Hodgkin, secretary to the Oxford University Delegacy for Extra-Mural Studies, visited the Gold Coast to assess the demand for adult education in the country.

▲ The Oxford Delegacy sent a resident tutor, J. A. Maclean, to the Gold Coast to give a 12-week series of lectures on 'economic history and problems' in Cape Coast, Sekondi, Kumasi and Accra. Maclean's report on the lectures was again favourable in terms of the stability of membership and regularity of attendance. The lectures marked the beginning of university-based extra-mural studies in the Gold Coast.

1948 ▲ A Mass Education and Community Development Project was launched by the

Gold Coast government, following a similar experiment by the Nigerian government. A development or mass education officer was appointed to undertake mass education and social development work in the rural areas. 'Wandering School Development Teams' were formed to provide literacy training and promote community development during a four-month programme. Local school teachers were also inspired to organise literacy classes. The result was that large numbers of adults learned to read and write.

▲ The Oxford Delegacy sent another staff tutor, David Kimble, to the Gold Coast to promote liberal adult education and to develop an adult education movement similar to the Workers' Educational Association (WEA) in Britain. Kimble organised four 24-week courses on 'Problems of Modern Government' in Accra, Cape Coast, Kumasi and Sekondi.

▲ Other extra-mural classes, one-day and weekend courses were organised in many well-populated towns in southern Ghana.

▲ The University College of the Gold Coast was established, mainly to provide degree courses in the humanities and the sciences.

▲ As a response to the report of the Colonial Office Advisory Committee on Education in the Colonies, *Mass Education in African Society* (1943), the colonial government launched an experimental mass education project in what was then Trans Volta Togoland. The demand by several women to learn to read and write converted the project into the first major literacy effort by government.

1949 ▲ The People's Educational Association (PEA), a national, voluntary, non-sectarian, non-party political mass education organisation was founded. Membership consisted of participants of the liberal studies classes sponsored by the Department of Extra-Mural Studies of the University College of the Gold Coast.

▲ The Oxford Delegacy's Office in the Gold Coast was absorbed into the newly established University College of the Gold Coast to become the college's Department of Extra-Mural Studies, with David Kimble as the first director.

▲ The first New Year School was held at Komenda College in the central region, with the theme 'The Komenda Village Project and

Adult Education'. The school was open to 'anybody interested and willing to undertake serious study'. The areas of study included economics, politics, local government, African history, culture and religion. Apart from the main courses of study held in seminar groups, there were two alternating special courses in trade unions and tutor training. There were also open lectures, informal discussions, individual tuition, recreational and social activities, and a refresher course for adult education tutors.

▲ The New Year School has since become an annual event and is usually held from the last week of December to the first week of January. Since 1949, the school has been discussing matters of national and international importance, and has accordingly assumed a position of significance in the national calendar of events.

1950 ▲ The first annual national conference of PEA assembled at Aburi (in the eastern region), where the organisation was founded.

▲ A weekend conference on 'Problems of Rural Development in Awudome' was organised by the Awudome branch of PEA. This marked the beginning of the present Awudome Residential Adult College (ARAC) at Tsito, in the Volta region.

▲ A plan for mass literacy and mass education was tabled in the Legislative Assembly by the Convention People's Party (CPP) led by Kwame Nkrumah. Mass education campaigns were to be launched in selected areas of the country to combat illiteracy, and aid village projects and community development.

▲ The Gold Coast Library Board was established with an initial collection of books donated by the Anglican Bishop of Accra, Bishop Agloinby. The board was required to establish public libraries throughout the country and help in the spread of literacy.

1952 ▲ The Convention People's Party's 'Plan for Mass Literacy and Mass Education', based on the CPP's pledge to rid the country of illiteracy within the shortest possible time, was launched. Significant numbers of adults learned to read and write under the programme, which was carried out by the Department of Social Welfare and Community

Development from 1950 to the mid-1960s in six language areas: Akwapim Twi, Asante Twi, Dagbani, Ewe, Ga-Adangme and Nzema. In 1963, the department claimed that it had made 127 000 people literate – an average of 22 500 new literates per year.

▲ The first Easter School was held at Akropong, in the eastern region. It was a 10-day residential 'experiment' for trade union and co-operative students, attended by representatives of the 30 substantive trade unions in the Gold Coast. The school took the form of open lectures, discussions and seminars.

▲ The first attempt to introduce university-based extra-mural studies to the northern part of the country began with the opening of the northern region branch of the Department of Extra-Mural Studies of the University College of the Gold Coast at Tamale.

1953 ▲ A survey aimed at studying rural problems and improving public knowledge of the region was carried out in the upper and central Tongu district of Trans Volta Togoland. The survey was conducted under the sponsorship of the Department of Extra-Mural Studies and the colonial administration.

▲ A Vacation School for Civil Servants was organised by the Department of Extra-Mural Studies, in conjunction with the government of the Gold Coast, at the University College of the Gold Coast. Among other things, the school considered current problems of the country.

▲ The first northern Easter School, with the theme 'The Gold Coast Faces the Future', was held at the Government Secondary School in Tamale, and attended by 80 extra-mural students. There were study seminars and open lectures on national and international issues, and problems of the northern territories.

▲ To promote interest in the Volta region, the first residential course was held at the Awudome Residential Adult College (ARAC) at Tsito. Its theme was 'The Foundations of Gold Coast Development' and 24 students attended.

▲ A seminar on 'Adult Education in a Changing Africa' was held at the University College of the Gold Coast. The seminar was sponsored by the International Federation of Workers' Educational Associations, with

financial assistance from UNESCO. It was attended by 110 representatives from African countries, including the five university extra-mural departments in Africa and voluntary organisations involved in adult education. Groups were formed at the seminar to consider the organisation and problems of adult education, and wider problems of change in Africa which formed the context for education development.

▲ The second annual Easter School for Trade Unionists and Co-operators was organised by the Department of Extra-Mural Studies in conjunction with the Trade Union Congress, the Co-operative Movement, the International Confederation of Free Trade Unions, the Ministry of Trade and Labour, and the Tsito branch of the People's Educational Association.

▲ The Civil Service Training Centre was established under the office of the head of the civil service to train middle-level personnel. Officers who benefit from the programmes include secretarial, clerical and executive staff of the civil service and the private sector.

1954 ▲ The Gold Coast Broadcasting System (GCBS) was established.

1955 ▲ The Department of Extra-Mural Studies became the Institute of Extra-Mural Studies.

1957 **Ghana became independent from British colonial rule.**

▲ The Gold Coast Library Board was renamed the Ghana Library Board. It was required to establish, equip, manage and maintain public libraries throughout Ghana, and to promote reading among Ghanaians.

▲ The Ghana Broadcasting System (GBS) replaced the GCBS when the country obtained independence from Britain. The main aims of the GBS are to inform, entertain and educate, through the medium of radio, in English and in local languages.

1958 ▲ The West African Seminar was organised in Accra by the University College of Ghana, at the request of the Foreign Service Institute in Washington, under a grant from the Ford Foundation. The three-week seminar was designed to study current social, cultural,

economic and political development in West Africa. It was attended by 21 members of the Foreign Service of the USA. The director of studies was David Kimble, director of the Institute of Extra-Mural Studies at the University College of Ghana.

1959 ▲ A one-week study conference for general secretaries and treasurers of trade unions was organised by the Trade Union Congress in conjunction with the Institute of Extra-Mural Studies in Accra.

1960 ▲ The Commission on University Education was set up to advise on the future development of university education in Ghana.

1961 ▲ The Educational Act of 1961 provided for free and compulsory primary- and middle-school education for all children of school-going age. It specified the role of local education authorities and the position of teachers. These measures led to increases in the enrolment of pupils and an increase in the number of educational institutions, many of which served the educational needs of adults.

▲ The University of Ghana in Legon, and the University of Science and Technology in Kumasi, attained full university status.

▲ The Institute of Public Administration (IPA) was established by the government of Ghana, with the assistance of the United Nations, to provide essential management training to public servants.

▲ The Padmore Research Library was opened with a mandate including the collection of Africana materials to facilitate research for all students in Africa, the promotion of Pan-Africanism, and the collection of all materials on Ghana.

1962 ▲ The name of the Institute of Extra-Mural Studies was changed to the Institute of Public Education to reflect a more populist view of adult education. Workers' Colleges were established in Accra, Cape Coast, Sekondi-Takoradi, Kumasi and Tamale to serve as focal points of the institute's programmes. Programmes included formal General Certificate of Education (GCE) 'O' and 'A' level courses; University of Ghana part-time degree courses; and informal lectures, symposia and

non-formal education programmes addressing such issues as community development and income generation.

▲ The upper region branch of the Institute of Public Education opened in Bolgatanga as part of government efforts to promote adult education in the northern sector of Ghana.

▲ David Kimble, the first director of what began as the Department of Extra-Mural Studies, left Ghana. J. C. De Graft Johnson was appointed director of the Institute of Public Education and served until 1964.

1963 ▲ The Ho (Volta region) office of the Institute of Public Education was opened to provide workers with the opportunity to benefit from extra-mural studies. The 'Bu Bere' (harvest time) school was added to the institute's annual national calendar, the first one adopting the theme 'Africa - A Lesson In International Co-operation'.

▲ The Degree Division of the Accra Workers' College was established by the University of Ghana to offer, part-time, courses in the humanities which were available to full-time students of the University of Ghana. The main beneficiaries of this programme were adults who, for a variety of reasons, found it expedient to combine work and study.

▲ The 'Mature Student Scheme' initiated by the Institute of Public Education, enabled people who were at least 30 years of age, but did not possess the requisite GCE qualification, to be admitted to the University of Ghana in Legon, after passing a series of examinations, to read for degrees either as part-time or full-time students.

1964 ▲ Kobina Hagan was appointed acting director of the Institute of Public Education and became director in 1965.

1965 ▲ The Ghana Television Service was inaugurated to inform, entertain and educate the Ghanaian populace through the medium of television.

1966 ▲ The Padmore Research Library became the Research Library on African Affairs and was designated a national depository library. It was required to collect Africana materials and make them available to researchers.

1967 ▲ The Planned Parenthood Association of Ghana (PPAG) was formed as part of a national effort aimed at improving the socio-economic and political life of the population. The goals of PPAG include the promotion of physical and mental health of families through better spacing of birth, and the promotion of better health and nutrition of families. The association is required to initiate and promote education and programmes aimed at responsible family life, and to provide knowledge and means of contraception.

1968 ▲ An Adult Learning Research Unit was established by the Institute of Public Education, University of Ghana, to enable it to conduct continuous research into its teaching and other functions, and to constitute a basis for comprehensive national educational research. (It later became the Teaching and Research Unit, but it is now the Teaching Unit).

▲ The Trade Union Congress established the Labour College to provide education and training to all its members.

1969 ▲ The Institute of Public Administration was renamed the Ghana Institute of Management and Public Administration (GIMPA) to reflect its enlarged functions. These included the promotion and development of public administration in Ghana, and the provision of locally relevant basic and strategic management development and training programmes for senior executives from the public service, industry, commerce and other establishments.

1970 ▲ The report of a survey carried out by the Adult Learning Research Unit of the Institute of Adult Education was published under the title *Adult Education In Ghana. A Survey of the Evening Class Programmes of the Institute of Adult Education of the University of Ghana, 1968/69*.

▲ The Awudome Project of the Institute of Adult Education was started at the Awudome Residential Adult College (ARAC) at Tsito. The project was designed to introduce improved methods to farmers and to develop rural crafts. The aim was to use adult education to help people achieve better living standards.

▲ The Correspondence Unit of the Institute of Adult Education was established and offered the GCE 'O'-level programme. The aim was to extend the range of the institute's teaching functions.

▲ The Valco Trust Fund was set up by the Valco Aluminium Company for the 'advancement of science and education and other objects that are charitable and of direct benefit to the people of Ghana'. The trust provides resources to organisations and institutions which promote formal and non-formal education. It also organises programmes of relevance to different categories of adults in various locations in the country.

▲ The Summer Institute of Linguistics (SIL) Centre in Ghana became the Ghana Institute of Linguistics. The institute researches and provides written materials for Ghanaian languages not previously recorded in writing. It also promotes mother-tongue literacy.

▲ The National Vocational Training Institute (NVTI) was established by the government to co-ordinate all aspects of vocational training, including apprenticeships. In-plant training, training programmes for industrial and clerical workers, and the training of instructors, formed part of the institute's mandate. It has since established 20 centres for vocational training throughout the country.

1971 ▲ The Opportunities Industrialisation Centre of Ghana (OICG) was established in Accra. A community-based, non-profit, non-formal training institution, OICG caters mainly for disadvantaged youth and now offers 11 kinds of skills training at centres in Accra, Kumasi, and Sekondi-Takoradi.

1972 ▲ A Diploma in Adult Education course commenced at the Institute of Adult Education at the University of Ghana, Legon.

1974 ▲ E. K. Ampene was appointed director of the Institute of Adult Education and served until his retirement in 1983.

▲ A *New Structure and Content of Education: Report and Proposals of the Dzobo Commission* was accepted by the government. The major proposals were that the duration of pre-university education should be reduced from 17 to 12 years, and that emphasis should

be placed on vocational, practical and technical subjects in pre-university courses.

1975 ▲ The University of Massachusetts, USA, and the Institute of Adult Education began a five-year collaborative project on the use of non-formal education techniques in the training of adults in the eastern region. Rural communities in the region and unemployed youth in Koforidua, the regional capital, comprised the target group.

▲ The National Council on Women and Development (NCWD) was established by the government to advise it on matters relating to the full integration of women in national development at all levels. It was also to study and report on proposals for the establishment of large-scale non-formal education and training, for the purpose of raising living standards in both rural and urban communities and eradicating illiteracy.

1976 ▲ The community newspaper *Kpodoga* was launched by the Institute of Adult Education (IAE) in the Awudome traditional area to inform people, provide a forum for the exchange of views, promote literacy and non-formal educational programmes of the IAE, and mobilise the people for development.

▲ The third World Quinquennial Conference of the International Congress of University Adult Education took place at the University of Ghana, Legon, with the theme 'Widening Access to Adult Education - The Universities' Commitment'. The conference objectives were to examine issues and problems of urgent concern to professional university adult educators, to note current structural and programme innovations, and to recommend ways and means of increasing university commitment to adult education.

▲ The Koforidua Mechanics Institute (KMI) was established by the Institute of Adult Education to offer technical courses in motor vehicle mechanics and related fields to school-leavers, apprentices and wayside fitters. The KMI was affiliated to the National Vocational Training Institute which examines students for certification. The courses lasted a minimum of 2 years.

▲ The Management Development and Productivity Institute (MPDI) was established

by the government to improve standards of management by introducing suitable management practices and techniques, and promoting increased efficiency and productivity in agriculture, industry and commerce. It was envisaged that the MDPI would organise training courses, conferences or seminars for personnel from various sectors, and provide advisory and consulting services to industry, agriculture and commerce on how to increase productivity.

1978 ▲ The Ministry of Health introduced the Primary Health Care (PHC) Programme which aimed to 'maximise the total amount of healthy lives of Ghanaians and all persons resident in Ghana' by making essential health-care universally accessible. The core elements of PHC are disease prevention and control, and the promotion of health through the general education of the public on healthy living. Public education has focused on maternal and child care, immunisation, nutrition, basic sanitation, safe drinking water and family planning.

1979 ▲ The Ghana National Council for Adult Education (GNCAE) was established as an association of both governmental and non-governmental organisations which seek to promote adult education. It encourages study and research into the fields of adult education, and aims to publish periodicals and other reports on the activities of its institutional members.

▲ The Ghana Journal of Adult Education was instituted to serve as a forum for dialogue among the institute's staff and other professional adult educators within and outside Ghana. It was also meant to assist the institute in the development of theories, methodologies and principles of adult education, the promotion of innovation, and the documentation of adult education.

1980 ▲ The Ghana Institute of Linguistics was transformed into the Ghana Institute of Linguistics, Literacy and Bible Translation (GILLBT). By 1980, the institute was working and supporting literacy in several language groups, and the change reflected the importance it attached to the promotion of literacy.

The aims of the institute included the provision of written materials for Ghanaian languages which had not been recorded in writing; the preparation of literacy materials and basic literature; and the promotion of literacy using the approach developed by Sarah Gudschinsky and adapted by Robert Lee, Nana Roberta S. Hampton, and other pioneers.

1981 ▲ The Graduate Diploma in Adult Education and the MA in Adult Education were introduced by the University of Ghana and taught at the Institute of Adult Education.

1985 ▲ The University of Ghana approved the introduction of a two-year MPhil programme in adult education at the Institute of Adult Education.

▲ The W. E. B. DuBois Memorial Centre for Pan African Culture was established as a tribute to the 'father of Pan Africanism'. The centre provides a forum for continuing education on Pan Africanism for scholars, artists, scientists, the youth and students in continental Africa and the African Diaspora. Its activities include public lectures throughout the year and the annual DuBois-Padmores-Nkrumah Pan African Lectures.

1986 ▲ The Education Commission on Basic Education, formed in 1984, and mandated to study and make proposals for the reform of the educational system in Ghana, published its third report. The commission proposed that the state should provide universal, free and compulsory education for all children of school-going age, and ultimately provide education for all by the year 2000. It submitted that 'Adult Basic Education should be an integral part of the total education provision in the country', and that this should be co-ordinated by an agency such as the Institute of Adult Education.

▲ The upper west regional branch of the Institute of Adult Education opened in Wa.

▲ The 'Shepherd School' was started in the northern sector of the country by Gerald Atayaaba, a catechist of the Catholic Church. The school organised evening literacy classes to help people to read and write, and to broaden the knowledge base of wandering shepherds, so helping them to cope with

changing trends in community and national affairs. The Catholic Church in the upper east region gave support to the school's co-ordinator.

▲ An Industrial Education and Training Unit was established at the Institute of Adult Education to cater for the training and development needs of industrial concerns in the greater Accra region. Programmes run by the unit include in-plant management and supervisory training courses, and courses for updating the knowledge and skills of accounting, secretarial, sales, marketing and other personnel.

1987 ▲ Miranda Greenstreet was appointed acting director and then director of the Institute of Adult Education, and served until her retirement in November 1995.

▲ The annual northern Easter School was revived, after a seven-year break, under the theme 'Education and Economic Recovery in Northern Ghana'. The school organised a specialists' seminar on the training of literacy facilitators for programmes in preparation for International Literacy Year in 1990, and towards achieving 'Literacy For All by the Year 2000'.

▲ The Institute of Adult Education and local potters organised a three-week workshop in traditional pottery in Kpandu in the Volta region, for potters from West Germany.

▲ A Non-Formal Education Division was set up within the Ministry of Education and tasked with 'organising a campaign to address the problems of the 5.76-million illiterate adults in Ghana'.

1988 ▲ The upper east regional administration donated the workers' canteen to the Institute of Adult Education, to be used as a Worker College and to become the centre of the institute's operations in the region.

1989 ▲ The Institute of Economic Affairs was founded as a non-profit, non-governmental organisation promoting policy-oriented research and facilitating public debate on policy issues. The institute has subsequently organised workshops, conferences and round-table meetings for legislators, public policy makers and civil society on important national issues, including the economy.

▲ The fortieth annual New Year School discussed the theme 'Development Through Adult Education - Forty Years of University-based Adult Education in Ghana'. Representatives from all the Anglophone West African countries participated, as did Institute of Adult Education pioneer, Lalage Brown, and such well-known adult educators as Victor Johnson of the African Association for Literacy and Adult Education.

▲ The first phase of the Canadian Organisation for Development through Education (CODE) project began in the Bolgatanga and Navrongo districts of the upper east region. It is a community development programme with four components: community improvement through tree-planting; erection of structures for classes and community meetings; the promotion of small-scale industries; and literacy education.

The community newspaper, *Kasem Gurune Labaare*, was established by the Institute of Adult Education in the Gurune and Kassena areas of the upper east region to promote the CODE project, inform the people, provide support for adult literacy and population education programmes, and to stimulate community action for development.

▲ A regional conference of the People's Educational Association took place in Sunyani, in the Brong Ahafo region.

1990 ▲ Construction of the Kumasi Workers' College began. The college is the regional centre of the Institute of Adult Education in Ashanti region, and promotes the institute's non-formal education programmes, provides formal professional programmes, and offers informal activities to adults in the city of Kumasi and its immediate environment.

▲ The Ghana National Council on Adult Education organised a workshop on adult education networks in Ghana. The workshop agreed on the need for 13 clusters of networks, including literacy, women in development, university adult and continuing education, health education, agricultural extension, and vocational education. It also recommended that networking should operate at four levels: person to person, person to institution, institution to institution, and person and institution to co-ordinating agency.

1991 ▲ The National Functional Literacy Programme was launched at Winneba in the central region, in line with the aim of the Educational Reform Programme to eradicate illiteracy by the year 2000.

▲ The Institute of Adult Education organised the annual northern Easter School in collaboration with the Non-Formal Education Division of the Ministry of Education. The theme was 'Participatory Democracy and Development in Northern Ghana'.

▲ The Institute of Adult Education of the University of Ghana was awarded the King Sejong Literacy Prize by UNESCO for its adult education work and for research into methods of combating illiteracy. The prize was instituted in 1967 to stimulate government and non-governmental organisations to actively participate in efforts to eradicate illiteracy.

▲ The Brong Ahafo regional administration donated a building to the Institute of Adult Education to be used as its regional centre. The building has since been converted into the Sunyani Workers' College.

1992 ▲ The report of a nation-wide study on distance education was published. The study concluded that distance education was needed in secondary, university and professional education in several fields. Participants in the survey were: the Distance Education Unit of the Institute of Adult Education; the Department of Educational Foundations, University of Cape Coast; the African Division of the Canadian Commonwealth of Learning; and the Centre for Distance Education of the Simon Fraser University, Canada.

▲ The West African Distance Education Association was inaugurated in Kaduna, Nigeria, bringing together all institutions and agencies involved in distance education in the West African sub-region. The association is a member of the African Association for Distance Education and the International Council on Distance Education.

▲ The Institute of Adult Education and the Canadian Organisation for Development through Education launched the first phase of the Integrated Rural Development Initiative programme in the Brong Ahafo region. The aim of the project was the mobilisation of people for development through adult

education and training. The programme included the establishment of another rural newspaper, *Enkaakyire*, to provide post-literacy materials in three local languages, and to offer instruction in the design and management of micro-enterprises.

▲ The German Adult Education Association (DVV) Revolving Fund Scheme was set up to support various rural adult learning groups, particularly women, with small loans to enable them to implement innovations that adult educational practice had introduced into their income-generating activities.

▲ The Ghana Journal of Literacy and Adult Education was launched. It was designed to be a 'journal of research and theory which addresses issues in the field of non-formal education of interest to practitioners, decision-makers, researchers, administrators and students of adult education'.

▲ The Ghana Environmental Management Literacy Project was established by the Institute of Renewable Natural Resources of the University of Science and Technology in Kumasi, the Institute of Adult Education of the University of Ghana, in Legon, and Lakehead University and Confederation of Canada. The project was designed to provide technical support and train educators and community leaders in natural resources, environmental management and adult literacy. The first phase, planned to extend over five years, was to operate in four pilot areas in the three regions of the northern sector of Ghana.

▲ The University of Ghana introduced a certificate in adult education programme at the Awudome Residential Adult College at Tsito.

1993 ▲ The Mass Media Support for Adult Population Education Project was launched in Tamale by a local chief. The three-year project aimed at disseminating information on family planning, AIDS, women in development and other population issues in the Volta, upper east and upper west regions, in the Workers' Colleges, and four other regional capitals in Ghana. The project was implemented by the Institute for Adult Education, with funding from the United Nations Fund for Population Activities, and technical support from the Johns Hopkins University Centre for Communication Programme in the USA.

1993 ▲ The Ghana Literacy House was commissioned in Accra by President Jerry Rawlings. The Ghana Literacy House is the head office of the Non-Formal Education Division of the Ministry of Education, which is implementing the national Functional Literacy Programme in 15 Ghanaian languages.

▲ DAWORO, the fourth community newspaper of the Institute of Adult Education, was launched in Wa.

▲ The National Commission for Civic Education was established by an Act of Parliament in July 1993. The commission's functions include: creating and sustaining within the society of Ghana 'the awareness of the principles and objectives of the Constitution as the fundamental law of Ghana', and formulating, implementing and overseeing 'programmes intended to inculcate in the citizens of Ghana awareness of their rights and obligations as free people'.

1994 ▲ The Ghana Legal Literacy and Resource Foundation was established by the Ghana Bar Association to provide legal education to the general public on their rights and responsibilities under the Constitution, and to educate the general citizenry on the tenets of a democratic system of governance.

▲ By the end of 1994, the Ghana Institute of Linguistics, Literacy and Bible Translation had created written forms and materials for 26 previously unwritten Ghanaian languages. These languages are spoken mainly in the northern, upper west, upper east and Volta regions.

1995 ▲ The Institute of Adult Education started the construction of the Koforidua Adult Education Centre. The centre, which was completed in 1996, includes residential facilities, and serves as the institute's extension centre in the eastern region. It provides formal and non-formal programmes for the people of Koforidua and its immediate environment.

1996 ▲ The government approved the establishment of a tertiary level distance education programme in Ghana. The programme aims at converting existing universities which offer only on-campus programmes into dual- or mixed-mode ones that will offer courses on and off campus through distance education.

▲ The Non-Formal Education Division of the Ministry of Education began a pilot project in English for neo-literates in six districts in the Ashanti, Brong Ahafo and eastern regions. The project was a response to numerous demands from Ghanaians who wanted to become literate in the country's official language, in order to participate more fully in the advancement of the Ghanaian society. Among other objectives, the project aims to 'serve as a learning ground from which to determine how best the teaching and learning of English can be accomplished'.

▲ A National Distance Education Council was inaugurated to formulate policy and oversee implementation of the Tertiary Level Distance Education Programme.

1997 ▲ The National Working Group on Non-Formal Education, co-ordinated by the Non-Formal Education Division of the Ministry of Education, was established to bring together governmental and non-governmental bodies working in the field of non-formal education. It is the centre of the Institute's operations in the upper west region, with offices and lecture rooms, etc. The college organises both formal and non-formal courses for adults in the Wa township. With the completion of this building project, the Institute of Adult Education became the owner of office accommodation and classroom facilities in the 10 regions of Ghana.

Acknowledgements

Many colleagues at the Institute of Adult Education, University of Ghana, made the preparation of this chronology possible. We wish to acknowledge the important contribution of the late N. K. K. Aggrey-Orleans, former public relations officer of the institute, Enoch Otuteye, senior organiser, and many others for their assistance.

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Kenya

David K. Kirui

Year of independence 1963

Population in 1995 26 440 000

Pre 1895 ▲ Traditional education occurred through parents and elders, craftspeople under apprenticeship systems and elders in initiation rites.

1919 ▲ The Phelps-Stokes Commission established by the colonial administration recommended, among other things, that technical and agricultural education should be the main objective of education for the indigenous people.

1920s ▲ The Provincial Administrator, C. B. Hobley, suggested that evening classes be established for the Africans living in towns and those working on European plantations.

1924 ▲ The second Phelps-Stokes Commission recommended the establishment of village schools to educate the masses; education and training for women in health and hygiene; and community extension services for Africans according to their needs and wishes.

1925 ▲ The colonial government established the Jeanes School at Kabete which championed the cause of adult education and rural training.

1937 ▲ The Nairobi Town Clerk initiated evening classes for Europeans and Asians.

1941 ▲ The evening classes were extended to Africans.

1961 ▲ The Kenya Institute of Administration (KIA) was established as a government

in-service training centre offering such courses as community development, co-operatives and public administration.

1962 ▲ The Kenya Parliament passed the Education Act which states that education is a basic right of every citizen of Kenya, children and adults alike.

1963 **Kenya gained independence.**

1964 ▲ The Kenya Education Commission was appointed to survey the country's existing educational resources, and to advise the government on the formulation and implementation of national policies for education. It recommended the expansion of school and out-of-school education.

1965 ▲ The government produced Sessional Paper No. 1 which declared a need for every Kenyan to attend basic education programmes.

1966 ▲ A statutory Board of Adult Education was established by an Act of Parliament. The board was charged with the responsibility of stimulating and co-ordinating adult education in the country.

▲ A national conference was convened to clarify national education policies and strategies for rural development. The conference noted that for any meaningful rural development to take place, there was a need for adult educators to work throughout the country. Consequently, development workers were posted to the rural areas to educate and work with adults. The number of Farmers Training Centres (FTCs) increased, offering farmers the opportunity to learn better farming methods. A similar curriculum was adopted by Rural Training Centres, aimed at alleviating famine in the dry areas of the country.

1967 ▲ The Institute of Adult Studies at the University of Nairobi established a Correspondence Course Unit.

▲ A Division of Adult Education was created within the Ministry of Co-operatives and Social Services.

▲ The First National Literacy Campaign was launched.

1968 ▲ The Adult Studies Centre, formerly the Institute of Adult Studies, implemented a Board of Adult Education proposal and started courses for extension workers from the Ministries of Agriculture, Education and Health. This emphasised the government's conviction that adult education required an integrated, multifaceted programme.

1969 ▲ The government and UNESCO explored ways and means of using a new functional approach in teaching adult education.

1971 ▲ The government initiated a Special Rural Development Programme (SRDP) of which functional literacy formed an essential part.

1972 ▲ A work-oriented Literacy Project was launched as an integral part of the Special Rural Development Programme. 'Kiswahili' (Swahili), which is Kenya's national language, was made the language of instruction in literacy classes.

1976 ▲ The Kenya Adult Education Association (KAEA) was formed as a non-profit, voluntary organisation to co-ordinate the work of various non-governmental organisations and individuals involved in adult education. The main objective was to promote the country's development through adult education.

▲ The Gachathi Report was published and noted the need for literacy, continuing and adult education to fill the gap left by formal schooling. The report formed the basis for subsequent educational policies in Kenya.

1978 ▲ On 12 December, addressing the nation to mark the fifteenth anniversary of independence, President Daniel T. arap Moi officially declared war on illiteracy and ordered a literacy campaign.

1979 ▲ The Board of Adult Education, the Division of Adult Education in the Ministry of Culture and Social Services, experts from Economic Planning and Development, the Office of the President, and voluntary agencies, met to define strategies for implementing the presidential directive.

▲ A Department of Adult Education (DAE) was formed through the amalgamation of the personnel of the Board of Adult Education and the Division of Adult Education in the Ministry of Social Services to spearhead the literacy campaign.

1980 ▲ The government employed 4 000 full-time adult education personnel, including 138 senior adult education officers, 200 supervisory staff, 662 administrative staff and 3 000 literacy teachers. Funds were made available to hire 5 500 part-time teachers. There were also about 7 000 volunteer teachers.

1981 ▲ A two-week course for all newly employed adult education officers was held at the Limuru Conference Centre.

1982 ▲ A national workshop on the training of local-level administrative personnel in adult literacy was organised by the Department of Adult Education in collaboration with UNESCO.

1983 ▲ A two-month Adult Education Officers Course was held at the Institute of Adult Studies, University of Nairobi.

▲ Kenya was awarded the International UNESCO Award for Literacy in recognition of the effort made in the fight against illiteracy.

▲ A film on adult education was produced with the assistance of the British Council.

1985 ▲ The Department of Adult Education, in collaboration with the International Institute for Educational Planning (IIEP), conducted a survey on 'Functioning and Effects of the Kenya Literacy Programme'.

1987 ▲ The Board of Adult Education was revived and board members appointed.

1988 ▲ The *Report of the Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond* emphasised the need to intensify the literacy and adult education programme in the country.

▲ An Adult Education Teachers Course Curriculum was developed by the Kenya Institute of Education (KIE).

▲ The department of Adult Education started an Adult Education Teacher Training Programme through distance education.

1990 ▲ The Kenya Adult Learners Association (KALA) was formed with the aim of creating a forum for learners to share views and ideas on matters affecting their learning.

▲ To commemorate The Book Voyage Project, instituted to mark International Literacy Year, a Kenyan literacy learner presented the *Voice of Learners* book to the United Nations Secretary-General in New York.

1991 ▲ The first professional national examination was sat by adult education teachers of the Department of Adult Education.

▲ A national seminar on post-literacy strategies was held in collaboration with the German Foundation for International Development (DSE).

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Lesotho¹

Lois Anne Sebatane & Bill Moore

Year of independence 1966

Population in 1996 2 110 000

1904 ▲ *Naledi ea Lesotho* ('The Star of Lesotho'), the first independent, secular, weekly newspaper in Lesotho, began publication. It included articles in Sesotho and English for a growing adult reading public.

1906 ▲ Sesotho orthography was standardised, leading to an increase in the number of materials published in Sesotho.

▲ The St Catherines Industrial School for girls and young women was established. This was the first vocational school for young women established by the Anglican church. The young adults were given instruction in home economics (sewing, knitting, spinning, weaving, laundry and cleaning) along with basic reading, writing and arithmetic. In 1940 it became a Teacher Training College for young women.

1909 ▲ *Leselinyana La Lesotho* ('The Little Light of Lesotho'), the longest continually running newspaper in Lesotho (it began publication in 1863), became a weekly newspaper.

1911 ▲ *Mochochonono* ('The Comet') began publication. This was a secular and independent weekly newspaper, which was absorbed by *Naledi ea Lesotho* in 1937.

1913 ▲ Lekhotla la Bafo was formed. This was a commoners' and peasants' league composed of and led by 'people of no social standing'. It advocated free speech about the affairs of the nation for all people, regardless of

rank or status. It used traditional *pitsos*, which are large public meetings, and other adult education methods to foster labour union organisation. The league resisted people being drafted into the army during World War II and opposed colonial rule.

1920 ▲ Night schools were established by the Basutoland Police Force to give policemen an opportunity to improve their education. Later these were also attended by 'men-servants' and herdboys.

1933 ▲ *Moeletsi oa Basotho* ('The Adviser of the Basotho') began publication, carrying news of the Roman Catholic Church as well as general news.

1935 ▲ The Basutoland Homemakers Association was organised in Mafeteng by Bernice Tlalane Mohapeloa. The association trained members in gardening, preservation of fruits and vegetables, and the making of soap and polish. It was the first voluntary women's organisation in Basutoland.

1947 ▲ A mobile cinema van was presented to Basutoland by the British government's Ministry of Information for the purpose of showing instructional and informational films throughout the country.

▲ The Basutoland Director of Education commented in his annual report, under the heading 'Adult Education': 'The need for Adult Education in Basutoland is not so pressing as in some African countries, as a large proportion of the Basuto adult population is literate. There is, however, a definite need for special educational materials for adolescents and adult herdboys, and measures are being considered to provide these. A most interesting lecture on this subject was given at a Mission conference at Morija by Mrs. Quintin Whyte,

1. Formerly called Basutoland.

wife of the Acting Director of the South African Race Relations Institute. The co-operation of the Institute has been promised in carrying out adult education experiments.'

1955 ▲ The Lesotho Agricultural School (now the Lesotho Agricultural College) was opened to train agricultural extension agents. The college now provides certificate and diploma courses in agriculture, agriculture education, forestry and home economics to working adults and to traditional college-age students.

1956 ▲ The Morija Museum was opened, dedicated to a public exhibition of palaeontological materials and human artefacts relevant to Basutoland, thereby undertaking an important educational role.

1957 ▲ The Mantsa-Tlala ('Dispel Famine') movement was started by James Jacob Machobane. Later known as the Machobane Mass Agricultural College and Co-operative Union, this was a populist educational and co-operative movement of poor farmers in the northern districts of Basutoland. Trained farmers taught other farmers about crop rotation, the use of fertilizers, etc. This increased crop yield and improved the nutrition of the farmers' families.

1960 ▲ The Extension Department of Pius XII University College (now the Institute of Extra-Mural Studies) of the National University of Lesotho was established as the non-formal education arm of the university, and was founded on the premise that community development and social reform can successfully be achieved through the education of adults.

1963 ▲ The Lesotho Handicraft Cooperative was established to train women in cottage industries.

▲ The first credit union was established at Mazenod by the Department of Community Development of the Ministry of the Interior and the Extension Department of Pius XII University College. This marked the beginning of the credit union movement in Lesotho and a large-scale adult education movement that mainly used group study methodology.

1964 ▲ The Lesotho Federation of Women's Voluntary Organisations was founded, an umbrella organisation of women's groups which encouraged women's self-help and community improvement through educational and productive activities. It is now called the Lesotho National Council of Women.

1965 ▲ The Christian Council of Lesotho was established to promote unity and ecumenism among religious denominations, and to respond to the economic and social needs of the Basotho people. It made extensive use of adult education methods, among others, to further these ends. (Current council members include all the different church denominations in Lesotho.)

1966 Lesotho became independent.

▲ The Ministry of Agriculture opened the first Farmer Training Centres at Mochales Hoek and Ha Matela in an effort to decentralise training for practising farmers and women's groups. It aimed to address problems of farming and nutrition, and to train adults to initiate income-generating projects. Residential facilities were eventually built in almost every district, making it easier for learners from remote areas to participate in courses. These facilities became important centres for other adult education efforts aimed at rural people.

▲ The United Nations Organisation was invited to train trainers in community development at the University of Bechuanaland, Basutoland and Swaziland in Roma. Participants were drawn from community development workers, teachers, agricultural extension officers, members and officers of co-operatives and credit unions, and health workers.

1968 ▲ The Lesotho Family Planning Association (now Lesotho Planned Parenthood) started as a private independent organisation to promote family planning through adult education and other means.

▲ The Lesotho Co-operative Credit Union League (LCCUL) was established as the umbrella organisation for all credit unions. It offered training to all credit union managers and leaders.

▲ The Lesotho Credit Union Scheme for Agriculture was established to teach up-to-date agricultural methods.

1972 ▲ The Health Education Unit of the Ministry of Health (now Health Education Division) was established by the government to support education about spacing children through the training of trainers and the production of materials. (It now trains adults in all areas of health to improve the health situation of the country.)

1973 ▲ The Thaba Khupa Ecumenical Farmers Training Centre was established by the Christian Council of Lesotho. It accepted students from all over the country on condition that the chief of the applicant's village had allocated him or her a plot of land where learning could be put into practice upon completion of the two-year course.

1974 ▲ The Lesotho Distance Teaching Centre (LDTTC) was established to help individuals and organisations make use of distance teaching methods and materials. It began by producing materials at the Junior Certificate level and later expanded to cover all subjects through to the High School (COSC) level. LDTTC began producing radio programmes with accompanying pamphlets for the basic education of the adult population. It also started programmes in functional literacy and numeracy.

▲ The Business Training Centre (BTC) was launched with the sponsorship of BP Lesotho, the Ministry of Commerce and Industry, and the Institute of Extra-Mural Studies, in response to requests from Basotho traders for training and advice regarding the operation of small businesses. It runs programmes jointly with the Lesotho Chamber of Commerce and Industry, and the Ministry of Trade and Industry.

1975 ▲ The National Teacher Training College (NTTC) was established, becoming the single teacher-training institution in Lesotho, superseding the teacher training colleges previously run by various church denominations.

▲ The Basotho Enterprise Development Corporation (BEDCO) established a training unit to develop needs-oriented edu-

cational programmes for local business entrepreneurs and liaised with other training institutions, encouraging them to make their resources available to BEDCO clients.

1976 ▲ The Lesotho Institute for Public Administration (LIPA) was opened to train civil servants in job skills and management.

▲ The report *Action Study of Incomes-Oriented Non-Formal Education* was published. It proposed a programme consisting of three interrelated parts: community skills centres; community training and employment associations; and home and small-scale production training.

▲ The Lesotho National Library Service began operation. Its aims were to build and run a central public library in Maseru; to operate a free postal lending service, inter-library loan services and a mobile library service for secondary schools; and to establish library centres in larger towns.

1977 ▲ The Lesotho Distance Teaching Centre and Lesotho Prison Service began informal collaboration on literacy education for prisoners.

▲ The Institute of Labour Studies was established jointly by the Lesotho Department of Labour, the Institute of Extra-Mural Studies of the National University of Lesotho, the Basutoland Federation of Labour (BFL) and the Lesotho Council of Workers (LCW), to promote the education of labour union members and leaders, in the interests of building sound labour organisations and advancing the country's economy.

▲ The Commercial Training Institute (CTI) building complex was inaugurated.

1978 ▲ The Lesotho National Library began lending books to the public, offering adult lending, reference services, a periodical reading room and a children's library. The *Annual Report* of the Library Service Director for 1978 noted that adult readers, both Basotho and expatriate, preferred fiction above all other categories. The social sciences, particularly politics and economics, headed the list of non-fiction reading interests.

▲ The Lesotho Opportunities Industrialisation Centre (OIC) was founded to provide

skills training and job placement services in the construction trades, and supervisory skills training for foremen, civil servants and small business owners. (The latter used to be offered in collaboration with the Business Training Division of the Institute for Extra-Mural Studies.)

▲ The Transformation Resource Centre began its work. The centre maintained a library of written and audio-visual materials on subjects related to justice and human development; offered assistance in research and networking; and organised workshops and conferences dealing with such subjects as development and issues of church and society in Lesotho and the southern African region.

1979 ▲ The Lesotho Association of Non-Formal Education (LANFE) was organised to bring together and co-ordinate activities of educators, administrators, learners and other individuals connected with non-formal and adult education. (LANFE initiated the drive for the certificate and diploma programmes in adult education now offered by the Institute of Extra-Mural Studies.)

▲ The Centre for Accounting Studies was established as the teaching wing of the Lesotho Institute of Accountants. It offered courses leading to certification as a licensed accountant, a registered accountant and a public accountant. Learners studied on a part-time basis by correspondence, supplemented by full-time sessions of two weeks held three times a year.

▲ The Continuing Education Unit of the Ministry of Health was established to co-ordinate in-service training and other continuing education programmes for the nation's health professionals.

1980 ▲ A Migrant Labour Project was launched by the Christian Council of Lesotho. It aimed at creating awareness about problems linked to migrant labour. It educated migrants about their rights as labourers in South Africa and about the benefits of joining labour unions; provided literacy and numeracy education for potential and actual migrants; offered counselling services to would-be and returning migrants on such issues as pension and severance rights and labour contracts; and

promoted the investment of mine remittances in village banks.

▲ The Learning Post Programme was launched by the Lesotho Distance Teaching Centre (LDTC), establishing a national network of local centres where rural people could acquire basic literacy and numeracy skills through a one-to-one approach, using materials and radio programmes developed by LDTC, and with the help of specially trained administrators and tutors.

1982 ▲ The Maseru East Vocational Centre was established by the Lesotho National Council of Women. It was the first such centre for women in the capital city and catered for school drop-outs and non-salaried workers, teaching literacy and handicrafts skills, including carpentry. (In 1990, 154 women/girls graduated from the centre.)

1984 ▲ The Lesotho Co-operative Development Support Programme was launched jointly by the governments of Lesotho and Denmark. It was established to support and strengthen the co-operative movement in Lesotho through, among other means, providing education, training and information to prospective and actual co-operative members, officers and staff.

▲ The National University of Lesotho, through its Institute for Extra-Mural Studies, established a credit programme in adult education to train extension workers in the methodology of working with adults.

1985 ▲ The Thaba-Tseka Skills Training Centre (TSTC) was opened by the Ministry of Education. It was designed to promote rural development and contribute to Lesotho's economy by providing individuals with practical skills useful in jobs or small business, such as leatherwork, knitting, sewing, metalwork, carpentry and building construction. Priority was given to people over 18 years of age. There were no minimum requirements for admittance.

▲ A 'Conference on Credit Programmes in Adult Education in the South African Development Community' was organised by the Institute of Extra-Mural Studies, sponsored by USAID. Botswana, Lesotho,

Swaziland, Zambia and Zimbabwe were represented at the conference. The conference aimed to: encourage sharing of resources and information; plan strategies for improving co-ordination and information sharing among and within adult education institutions; and examine the possibility of extending certificate and diploma programmes in adult education into degree programmes.

1986 ▲ The Lesotho Association for Non-Formal Education hosted the Programming Conference of the African Association for Literacy and Adult Education (AALAE). The conference objectives were: to develop a realistic three-year programme for AALAE; to develop strategies for the AALAE initiative in Francophone Africa; and to provide guidelines for renewal of the adult education movement on the African continent. Nine African countries were represented.

1987 ▲ The Co-operative Development Centre (now the Lesotho Co-operative College (LCC)) was opened in Maseru by the Lesotho Co-operative Development Support Programme. It provided residential education and training courses for members, officers and staff of co-operative societies. The LCC's well-equipped and comfortable facilities are also used by other groups and institutions for adult education courses and workshops.

▲ The Institute of Extra-Mural Studies established regional centres in the north and south of Lesotho.

1989 ▲ The Lesotho Literacy Network was founded as an umbrella organisation of groups promoting adult literacy education. It was established to co-ordinate efforts, to avoid duplication and to co-operate in the development of materials.

▲ A new building, housing the Morija Museum and Archives, was opened, enhancing the accessibility of the museum and archival collection to the public.

▲ LANFE hosted the general meeting of the Distance Learning Association (now called the Distance Education Association of Southern Africa).

1990 ▲ The Lesotho Literacy Network, sponsored LANFE, held a 'Post Literacy Materials Development' workshop.

▲ Literacy learners from Lesotho contributed articles to the book *Voices from Around the World*, as part of the UNESCO Book Voyage Project, to commemorate 1990 as International Literacy Year.

▲ LANFE published the first issue of its newsletter *Mohahlaula* which means 'Wanderer'. The newsletter disseminates information and shares ideas/experiences of adult and non-formal education.

1991 ▲ LANFE hosted a leadership workshop for the African Association for Literacy and Adult Education. Most member countries and organisations were represented.

1993 ▲ The Institute of Extra-Mural Studies held two workshops for writers producing distance education materials for a BEd degree in adult education.

▲ LANFE established permanent offices in Maseru to service adult educators and LANFE affiliates throughout the country.

1994 ▲ The distance education BEd degree in adult education was initiated, the first in Lesotho.

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Mauritius

Prem R. Hurrynag

Year of independence 1968

Population in 1995 1 130 000

This chronology deals with Mauritius from 1902 to 1996.

1902-03 ▲ A Teacher Training College was established to train staff for teaching in the primary education sector.

1910 ▲ The Arya Samaj movement opened village schools to promote the teaching of Hindi, the language of the majority of Indian workers. Other groups gradually established similar schools for other Indian languages, while the Chinese Middle School was established in 1912 to teach Mandarin.

1925 ▲ A college of agriculture was established by the colonial government to ensure the training of workers to promote sugar-cane planting and sugar manufacturing.

1941 ▲ The Education Act set up the National Education Committee and incorporated provisions for teacher training, school staffing, examinations and university scholarships.

1942 ▲ The Teacher Training College (now known as the Mauritius College of Education) was reoriented to take responsibility for training teachers for national and regional schools.

1954 ▲ A Department of Public Assistance and Social Welfare Centres were created to promote adult education and training in such areas as homecrafts.

▲ A Youth House was established for youth clubs, including young adults, to

promote sports, literary and cultural activities, and leadership training.

1957 ▲ The Education Ordinance gave the Minister of Education control of the national educational system, and responsibility for the general progress and development of the system, including aspects of adult education.

1963 ▲ The Mauritius Labour Congress established a Workers' Education Unit to rationalise education and training programmes for its members. (The Federation of Civil Service Unions set up its Workers' Education Unit much later).

▲ The Federation of Unions of Para-Statal Bodies and the Mauritius Employers' Federation created their own Education and Training Unit to help their members keep abreast of knowledge of industrial relationships and national development.

▲ A National Council for Adult and Continuing Education was created by the Ministry of Education, to bring together activities and institutions involved in adult training and teaching, and to offer them technical and some financial help.

1964 ▲ The University of Mauritius was created with a strong development ethic to anticipate the future human resource needs of the society while promoting the advancement of learning and knowledge.

1965 ▲ The Mauritius Council of Social Service (MACOSS) was set up to serve as an umbrella organisation for non-governmental organisations and to organise or join in organising workshops, seminars, conferences and training courses for voluntary social workers, personnel of NGOs and professionals, to strengthen their organisational and managerial capabilities.

1968 Mauritius gained independence.

▲ A Trade Training Centre was founded with the support of the International Labour Organisation to teach skills to students who preferred a pre-vocational stream of education.

1970 ▲ The Mahatma Gandhi Institute was established as the Centre of Studies of Indian Culture and for the promotion of education and culture in general to different components of the multiracial population.

1973 ▲ The Mauritius Institute of Education was created to promote qualitative improvement of education through in-service training for teachers and national curriculum development.

▲ The Development Works Corporation set up training centres to provide on-the-job training for its work-force in brick-laying, carpentry and related areas.

1985 ▲ The Mauritius College of the Air was set up to promote education, arts, science and culture through mass media and distance education methods.

1986 ▲ MACOSS joined the African Association for Literacy and Adult Education, an affiliation which also provided access to the International Council for Adult Education.

1988 ▲ The State Informatics Training Centre (SITRAC) was established to design, organise and conduct training in the field of computer and information technology.

1989 ▲ A Tertiary Education Commission was set up to co-ordinate development growth and to monitor performance in the tertiary education sector.

1991 ▲ The Education Sector Master Plan was produced to modernise the educational system and to make it more efficient and adaptable to future needs, with major emphasis on quality, relevance and equity at all levels of education.

▲ The Industrial and Vocational Training Board was set up to provide a wide range of practical, technical and vocational courses for post-primary levels, to ensure the availability of skilled personnel for the industrial development of the country.

1993 ▲ The Media Trust was set up, comprising journalists of the written, audio and visual media, to help to train and inform the public about the role, use and impact of the media.

1996 ▲ The Mauritius Institute of Public Administration and Management opened to facilitate the training of civil servants, cadres and top management, to keep them abreast of international trends.

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Nigeria

Michael Omolewa

Year of independence 1960

Population in 1995 97 220 000

1900 ▲ A library was established in the High Court, Lagos, to provide continuing education facilities for lawyers, judges and others, for the acquisition of skills, knowledge and techniques required for effective job performance.

1906 ▲ Evening continuation classes were established in Lagos to prepare private candidates for the University of London examinations.

1910 ▲ A Nigerian, Tom Jones, established a public library in Lagos. This library provided lending facilities to members of the public to broaden their skills and knowledge.

▲ The Cambridge Syndicate Local Examinations were introduced in Nigeria, thus extending the opportunity for adult higher education and potentially enhancing community leadership development.

1922 ▲ E. O. Ajayi passed the University of London matriculation examination by correspondence study, pioneering private initiative in self-education.

1923 ▲ The Ansar-ud-Deen Society was founded to provide Western education for Muslims in Lagos.

1924 ▲ Eyo Ita and Hezekiah Olagunju Davis, two prominent Nigerian nationalists, passed the University of London matriculation examination by private study. This enhanced their leadership roles and brought them to the forefront of the nationalist struggle.

1925 ▲ The colonial government's Advisory Committee on Native Education submitted its policy statement, which was based on the need to give adequate attention to adult education, community development, health and agriculture.

▲ The *Memorandum on Education in British Colonial Territories* was published. It recognised adult education as a component of the nation's system of education. It supported adult education programmes geared towards the improvement of community development, health, agriculture, and the social and economic life of the people.

1927 ▲ E. O. Ajayi, the first Nigerian to graduate by correspondence instruction, passed the University of London BA degree examination in philosophy by private study. This opened the floodgates of individual private initiatives at further education through correspondence education.

1929 ▲ The educational systems of Northern and Southern Nigeria were merged into a Department of Education, to forge common education programmes for all citizens.

▲ Alvan Ikoku, the first Igbo graduate, passed the University of London BA degree examination in philosophy by correspondence study. This feat and that of others laid the foundation for the establishment of the Open University system to cater for working adults in Nigeria.

1933 ▲ J. S. Ogunlesi, the first Nigerian graduate historian, passed the BA degree examination of the University of London in history by correspondence study. He became editor of the *Daily Times of Nigeria* in 1947.

▲ S. A. Banjo passed the BA degree examination in philosophy by correspondence study. As a result of the recognition that the

degree bestowed on him, he was later requested by the Western Nigeria government to assess the impact of the Free Education Scheme in the region.

▲ The Northern Regional Literature Agency was established in Zaria in Northern Nigeria, to serve and improve the adult education programme through the production of reading material for adult learners, especially in the area of literacy delivery.

1935 ▲ A memorandum issued by the Advisory Committee on Native Education recognised the importance of adult education. It maintained that adult education, community development, health and agriculture should be given adequate attention.

1938 ▲ The Ibadan Boys' High School was established to cater for students unable to gain access to secondary school education provided by the government and by missionaries.

1939 ▲ *Gaskiya Ta Fi Kwabo*, a Hausa newspaper, was established in Zaria to disseminate information to the local people in their language.

1940 ▲ A Colonial Welfare and Development Fund was set aside by the British Parliament for the improvement of social and economic conditions in the colonies. The fund also covered education.

▲ Weekend courses were established in Lagos for workers and other students. The focus was on 'Liberal Studies' and further or continuing education programmes.

▲ The Holy Trinity Anglican School in Kano began evening classes for adults. The evening classes were organised by three teachers at the school to teach adults subjects such as English, mathematics, science and economics.

1942 ▲ University Evening Classes (UEC) were established in Lagos. This was the only institution providing face-to-face tuition for university examinations before the establishment of the University College in Ibadan in 1949. The UEC was not a university, but a centre recognised by government for preparing students for the matriculation examinations of

the University of London. Instruction was given in Latin, French, English, biology, mechanics and physics.

▲ T. K. Cameron, a Grade II teacher attached to the government school in Jos, started a local evening school for working adults. The aim was to prepare candidates for the junior and senior Cambridge School Certificate Examinations.

1943 ▲ The document *Mass Education in African Society* was published and used as a guide for the implementation of mass education work in the British colonies. The document focused on approaches to the eradication of illiteracy, notably the formation of planning committees in every centre, comprising Ministry of Education officials, the traditional ruler, travelling teachers, the mass education officer and, as a rule, officials of the Native Administration. The committees were mandated to make decisions, co-ordinate and formulate strategies for eradicating illiteracy.

1944 ▲ The Udi experiment was begun by E. R. Chadwick, an Englishman, who was the district officer. This experiment marked the beginning of modern community development work in Nigeria. The approach was to link adult education to community betterment. Thus literacy formed an aspect of further or mass education involving the promotion of village industries, roads and maternity homes.

▲ A Mass Literacy Pilot Project was launched at Kudeti, Ibadan, by W. T. Mackell, an Englishman, who organised literacy classes for adults, particularly those involved in community betterment.

1945 ▲ The Trade Union Education Committee was formed, representing trade unions in the Lagos area. Under the guidance of the Department of Labour (now the Ministry of Labour), the committee organised evening and weekend classes for workers and artisans.

▲ The Central Labour Trade Union (CLTU), affiliated to the British Trade Union Congress, introduced a correspondence course based at Ruskin College, Oxford, to provide workers' education for members of the CLTU.

1946 ▲ The first mass literacy officer, A. J. Carpenter, an Englishman, was appointed to co-ordinate adult education programmes in Nigeria. A ten-year plan for the eradication of illiteracy was prepared.

1947 ▲ Thomas Hodgkin, Secretary of the Oxford University Delegacy for Extra-Mural Studies, visited Nigeria, with some tutors from Oxford, to conduct classes in several Nigerian towns and to help lay a solid foundation for extra-mural studies in the country. Classes were conducted by these tutors on subjects such as economic history, world political development (1914-39), and modern social and political ideas.

▲ The summer school system was adapted and implemented in Nigeria for labour union leaders and others who took courses on collective bargaining, trade union accounts, trade union organisation, union congress and the labour department. Sixty-two students representing 29 unions attended from all parts of the country. The first classes were held in Lagos from 6 to 10 January 1947.

1948 ▲ The Oxford University Delegacy for Extra-Mural Studies ran experimental courses in Nigeria during vacations.

1949 ▲ With assistance from the Oxford University Delegacy for Extra-Mural Studies, the University College was founded in Ibadan. Its extra-mural department inherited 12 classes from the Oxford University Extra-Mural Delegacy to begin extra-mural studies in Nigeria.

1950 ▲ A scholarship programme was inaugurated under the auspices of the British Trade Union Congress (TUC). Six trade union members were the first beneficiaries of the programme, which was undertaken in the United Kingdom.

1953 ▲ The Ruskin College correspondence and scholarship programmes in Nigeria were discontinued because many beneficiaries failed to encourage the continuity of the programmes. Some took jobs in areas other than those for which they were sponsored, and some failed to return to Nigeria after completing their studies.

1954 ▲ The Ibadan Extra-Mural Department decided to replace short tutorial classes with courses lasting for longer periods to satisfy the yearning of students for certificate-oriented examinations. The programme was intended to serve those who needed certificates for job advancement or further education.

1955 ▲ Universal Primary Education was established in the Western region of Nigeria. This was a policy intended to provide free primary education to children and, in the long term, reduce adult illiteracy.

▲ The Nigerian Extra-Mural Association was inaugurated at Ilesha by the Minister of Education of the Western Region. The meeting, attended by representatives of extra-mural agencies and institutions from the three regions, was held to harmonise extra-mural programmes and activities in the country.

▲ The first meeting of the Joint Consultative Council on Education was held in Lagos. Representatives of all Ministries of Education attended.

1957 ▲ Universal Primary Education was established in the Eastern Region of Nigeria.

1959 ▲ The Western Nigeria Television Service, now the Nigeria Television Authority, was established in Ibadan, and ran the first television station in Africa. The station's offerings included liberal education programmes for adults.

1960 **Nigeria' gained independence.**

▲ The Ashby Report recommended that a Department for Correspondence Courses be established by the University of Lagos to cater for those unable to use the facilities of the university on a full-time basis.

▲ The University of Nigeria, Nsukka, was founded.

▲ The Nigerian Baptist Convention established an Adult Education Department to address adult illiteracy among its members.

1. The Federation comprises 30 states and a federal Capital Territory, Abuja. There are 16 Federal Universities of Agriculture, five Federal Universities of Technology, nine State Universities, and three State Universities of Technology in Nigeria.

▲ The Gaskiya Corporation, located in Zaria in Northern Nigeria, took over the functions of the Northern Regional Literature Agency in the production of reading materials for adult education improvement, particularly in the area of literacy delivery.

1962 ▲ The University of Ife (now Obafemi Awolowo University) was established.

1964 ▲ A National Library was established by legislation in Lagos to provide facilities and materials for readers, particularly in areas of further education, and to assist in inter-library loan and activities.

▲ An Extra-Mural Centre was founded in Benin City. (In 1972 this became the Continuing Education Centre, providing mostly evening courses for the General Certificate Education (GCE) 'O'- and 'A'-level examinations.)

▲ The Institute of African Adult Education was established at the University of Ibadan. The institute had its origin in a meeting of the International Congress of University Adult Education held at Legon, Ghana, in 1962, where research projects and programmes on adult education in Africa were first mooted.

1965 ▲ The Diploma Programme in Adult Education and Community Development was introduced at the University of Ibadan. The programme catered for the academic and professional needs of adult education, social welfare and community development officers, and some sections of the local government service, particularly local government adult education organisers and community development workers.

▲ GCE examination programmes were provided by the University of Ibadan for workers and others desirous of further education and job advancement. This marked a shift from the earlier liberal, non-examination-oriented programmes of the university.

▲ A Division of Extra-Mural Studies was established at the University of Nigeria, Nsukka, to organise extra-mural courses for students in the eastern part of the country.

1966 ▲ An interim steering committee charged with launching a national adult education programme was constituted at Nsukka

during a National Adult Education Conference. The committee was asked to examine the modalities for the formation of a national body and to prepare a constitution for the National Adult Education Association.

▲ The first doctoral degree in adult education was awarded to a Nigerian, Elijah O. Odokara, by Michigan State University, USA.

1967 ▲ The Lagos City Council's Education Department closed down all 46 adult evening schools, replacing them with 17 new ones under its direct supervision. This was aimed at strengthening the programme delivery of the classes and did not change their focus or target group.

▲ The Northern Nigerian Publishing Company was established by Macmillan Press and the Gaskiya Corporation, to produce reading materials to be used in adult education delivery, particularly in the area of literacy.

▲ A Pilot Functional Literacy Programme was set up at the University of Ibadan's Institute of African Adult Education, with UNESCO support, for tobacco growers in Oyo North. Follow-ups to this project were undertaken in other rural areas of the state in 1982-83.

1968 ▲ The Continuing Education Department of the University of Ife was established.

▲ The University of Ife organised, for the first time, evening classes at Oduduwa College, Ile-Ife, with tutors recruited from local secondary schools to teach GCE and Royal Society of Arts candidates English, mathematics, science, social science and arts.

1970 ▲ The Certificate in Trade Unionism and Industrial Relations Programme was introduced at the University of Ibadan, to train middle-level personnel in personnel management and general administration, and to serve as a further education avenue for trade union members and their leaders.

1971 ▲ The Nigerian National Council for Adult Education was founded in Lagos, with the general goal of strengthening all aspects of adult education.

▲ The BED programme in adult education was introduced at the University of Ibadan

to provide opportunities for students to acquire experience through observation and practice in teachers' colleges, and in adult education and community development projects.

▲ The first National Training Seminar on Functional Literacy was held at the University of Ibadan, with participants including government, voluntary bodies and army members from all parts of Nigeria. The theme was 'Writing Functional Literacy Materials'. Participants were given practical training related to their professions.

▲ The Adult Education and General Services Unit was established at the Ahmadu Bello University, Zaria, to help train personnel in the field of adult education in areas such as agricultural extension services.

1972 ▲ A Correspondence and Open Studies Unit (now the Correspondence and Open Studies Institute) was established at the University of Lagos, with the aim of widening access to the university's courses and facilities.

▲ The inaugural Conference of the Nigerian National Council for Adult Education was held in Kano with the theme 'Adult Education in the Next Ten Years'. The objectives of the new body were: achieving national unity through action rather than words; bridging the educational gap in various parts of the country; achieving 100 per cent literacy in Nigeria before the end of the decade; and the integration of adult programmes within the framework of overall national educational planning. The Federal Commissioner for Education, Chief A. Y. Eke, gave the keynote address which later constituted the basis of the call for the eradication of illiteracy in Nigeria.

1973 ▲ A *Proposal for a National Adult Education Programme* was published by the Nigerian National Council for Adult Education. The proposal focused on finding solutions to the problems posed by illiteracy.

▲ 'Extra-Mural Studies by Radio' was established by the Eastern Nigeria Radio Services and the Extra-Mural Studies Division of the University of Nigeria, Nsukka, to provide opportunities for adult learners to learn through radio programmes.

▲ The founding conference of the African Association for Correspondence Educa-

tion was held at Abidjan to examine ways of co-ordinating and improving correspondence education delivery in Africa.

▲ The MEd programme in adult education was introduced at the University of Ibadan.

1974 ▲ The Senate of the University of Ibadan approved the establishment of an External Degree Programme, to create educational opportunities at tertiary level for adults unable to engage in full-time academic study.

▲ An Adult Education Section was established within the Federal Ministry of Education to co-ordinate all adult education programmes and activities.

1976 ▲ The Department of Extension and Support Services was established at the University of Sokoto (now Usman Dan Fodio University) for the training of adult education personnel.

1977 ▲ A Department of Adult Education was established at the University of Lagos.

▲ The *National Policy on Education* was published. Among the issues addressed were the importance of remedial education and the future development of adult education in Nigeria. The establishment of mass literacy boards was proposed.

1978 ▲ The Adult and Non-Formal Education Institute was established in Bauchi state to train frontline adult education personnel.

▲ The National Teachers' Institute was set up at Kaduna to train uncertificated and unqualified Grade II teachers.

▲ MPhil and PhD programmes in adult education were established at the University of Ibadan.

1979 ▲ The National Policy on Education was reshaped to broaden the scope and strategies of adult education in Nigeria. The government reasoned that to eradicate illiteracy, attention had to be given to adult education. The policy aimed at providing functional literacy for adults who had no formal education; providing further education for those seeking to improve their basic knowledge and skills; and providing in-service

vocational and professional training for different categories of workers and professionals.

▲ The Department of Adult Education and Extra-Mural Studies was established at the University of Nigeria, Nsukka.

1980 ▲ The Kano State Agency for Mass Education was inaugurated, with the objective of eradicating illiteracy in the state.

▲ The University of Ibadan's Department of Adult Education ran a programme on 'Training of Personnel for the Purpose of the National Mass Literacy Campaign' at its tenth National Functional Literacy Seminar.

▲ The Federal Ministry of Education organised a conference of heads of departments of adult education in state ministries and universities to consider the proposed Mass Literacy Campaign. The conference made recommendations on how to organise, co-ordinate, finance and train personnel for the Mass Literacy Campaign.

▲ The Nigerian National Council for Adult Education (NNCAE) hosted the conference 'Towards a Successful National Mass Literacy Campaign in 1982' at Bauchi, to examine the preparedness of government and other institutions for the forthcoming Mass Literacy Campaign.

1981 ▲ A Special Training Programme for the personnel required for the planning, organisation, administration, monitoring and evaluation of the national Mass Literacy Campaign was established at three sites: Ahmadu Bello University, the University of Ibadan and the University of Nigeria, Nsukka.

▲ The first PhD degree in adult education in Nigeria was awarded by the University of Ibadan to Sydney N. Osuji.

1982 ▲ Task forces for the implementation of adult education programmes were set up in all the states of Nigeria. The task forces comprised experts in the field of adult education.

▲ The Kano state government launched the second phase of its Mass Literacy Campaign, with 60 683 adult learners. More than half of the learners graduated at the end of 1982.

▲ The Ten Year National Mass Literacy Campaign was launched with the broad aim of

raising the literacy rate to at least 70 per cent - in other words, making some 50- to 55-million people literate within the campaign period of ten years. A related aim was to raise the political and civic awareness of the population and enable more active participation.

▲ National Literacy Day was celebrated for the first time. The aim was to highlight the need to be literate.

▲ A BEd programme in adult education was initiated at the University of Benin.

▲ The Continuing Education Board was inaugurated for Lagos State.

1983 ▲ The first West African Conference on University Outreach took place at the University of Ibadan. The conference resolved that universities should actively seek to further outreach programmes through research into the educational needs of society, identification of the institutions committed to meeting these needs, and co-ordination of their institutional efforts to achieve maximum effect.

▲ The National Open University was inaugurated in Abuja. Its purpose was to extend higher and further education to men and women unable to attend formal institutions of higher learning.

▲ The one-year MPhil programme in adult education began at the University of Lagos.

▲ The Kano State Agency For Mass Education received honourable mention from UNESCO during the award of the Iraq Literacy Prize for its innovative approaches to adult literacy education in particular, and adult education programmes in general.

1984 ▲ The National Open University at Abuja, the new capital of Nigeria, was suspended by the new military administration on the grounds of lack of funds and facilities.

▲ The Adult Education Training Centre at Uyo was upgraded to train adult education staff for mass literacy.

▲ The Adult and Continuing Education Division of the Cross River State received honourable mention during the award of the UNESCO International Reading Association Literacy Award.

▲ The National Centre for Adult Education was established at Kano as an organ

of the Federal Ministry of Education. Its purpose was to train senior adult education personnel to develop, produce and evaluate adult education programmes and materials, and to serve as a resource and documentation centre for adult education in the country.

1985 ▲ The J. Roby Kidd Special Citation for distinguished work in adult education was awarded to Michael Omolewa of Nigeria by the International Council for Adult Education at its world assembly in Argentina.

1986 ▲ The Agency For Adult and Non-Formal Education was established in Bauchi State by the state government and charged with eradicating illiteracy in the state.

▲ The Annual National Literacy Convocation of the Nigerian Baptist Convention was inaugurated at Ede.

▲ The Nigerian Institute for Labour Studies (now the Michael Imoudu Institute for Labour Studies) was established in Ilorin by Federal Government Decree No. 5 of 1986. One of the aims of the institute was to provide education for workers, to enhance the role of trade unions in the social and economic development of the country.

1987 ▲ The Kano State government started the Nomadic Literacy Education Programme to serve the education needs of cattle breeders with a nomadic lifestyle.

▲ The Forum of African Voluntary Development Organisations was formed at a workshop held in Dakar, Senegal, to serve as an umbrella organisation for all non-governmental organisations (NGOs) in Africa.

▲ The Akwa Ibom State Agency for Non-Formal Education was established.

▲ The Borno State Agency for Mass Literacy was established by the state government to work towards the eradication of illiteracy in the state.

▲ The National Directorate for Employment was established by the federal government. Among its aims was the provision of apprenticeship training for unemployed graduates, to make them capable of self-employment.

1988 ▲ The Ondo State Agency for Adult and Non-Formal Education was set up by

the government to mobilise and co-ordinate materials and personnel towards eradicating illiteracy in the state.

▲ The Literacy Prison Ministry was launched by the Nigerian Baptist Convention to equip inmates with literacy skills and knowledge that would make them responsible members of society after serving their jail terms.

▲ A West African Workshop on Management Development Training was held at the University of Ibadan for field practitioners, grassroots workers and representatives of a number of institutions from the region. Hosted by the Nigerian National Council for Adult Education, the workshop objectives included identifying the roles adult education could play in national development, and examining resources within each country and region which could be mobilised.

▲ The Gongola State Agency for Mass Education was established by the state government to eradicate illiteracy in the state.

▲ The Cross River State Agency for Non-Formal Education was established by the state government.

▲ The External Studies Programme for Working Teachers was introduced at the University of Ibadan.

▲ The Women's Education Unit was established as part of the federal Ministry of Education to take charge of the issue of women's education.

▲ The Nigerian Agency for Voluntary Development Organisation was established as an umbrella organisation for NGOs in the country.

1989 ▲ The Bendel State Agency for Adult and Non-Formal Education was launched by the state government to lead the campaign against illiteracy in the state.

▲ The University of Ibadan's Department of Adult Education was awarded the UNESCO International Reading Association Literacy Prize for its leadership role in the field of adult education, particularly in literacy programmes.

▲ The People's Bank of Nigeria was established by the federal government with the aim of extending banking services and credit facilities to the rural and urban poor.

1990 ▲ The Oyo State Chapter of Non-Governmental Organisations launched the UNESCO International Literacy Year at Ibadan.

▲ Nigeria's slogan of 'Education for All by the Year 2000' was adopted by delegates to the Education For All World Conference held in Thailand.

▲ A meeting of the management echelon of State Agencies for Adult and Non-Formal Education and the Directorate for Mass Mobilisation for Social and Economic Recovery was held at Abuja to discuss the co-ordination of International Literacy Year activities.

▲ International Literacy Year and *The Nation's Blueprint on Mass Literacy in Nigeria* were launched in Lagos by the President of Nigeria, Major-General Babangida. The 'blueprint' focused on strategies for carrying out a successful mass literacy programme, with the aim of assisting adult learners to acquire and apply the skills of reading, writing and computation, to enable them to participate meaningfully and effectively in the political, economic, social and cultural activities of their communities and country.

▲ The University of Ibadan's Department of Adult Education received honourable mention during the Nessim Habib Award For Post-Literacy Materials in African Languages by the UNESCO Regional Office for Africa in Dakar, Senegal.

▲ The federal government's Decree No. 17 established the National Commission for Mass Literacy, Adult and Non-Formal Education.

1991 ▲ The National Commission for Mass Literacy, Adult and Non-Formal Education was inaugurated, with Hajia Amina Ahmed as its first executive secretary. The commission was to co-ordinate all mass literacy programmes and formulate policies aimed at making over 40-million illiterate Nigerians literate by the year 2000.

▲ A conference was held at the University of Ibadan with the theme 'Comparative Adult Education in the Nineties with Special Reference to Developing Countries'. Professionals and practitioners in adult education from many parts of the world attended.

1992 ▲ The National Commission for Mass Literacy, Adult and Non-Formal Education

produced the first issue of its journal, *The NMEC LINK*.

▲ The Consultative Committee on Mass Literacy, comprising directors of state agencies of adult education, heads of departments of adult education in universities, opinion leaders, publishers and representatives of NGOs, met to exchange ideas and harmonise materials and methods employed in mass literacy campaigns and delivery.

▲ The Bauchi State Agency for Mass Literacy won the Sejon Award, an international literacy prize.

▲ The National Mass Literacy Fund was launched by the President of Nigeria at Abuja.

▲ A new strategy for mass literacy delivery, intended to complement traditional methods, was launched. The strategy of 'Each One Teach One' or 'Fund the Teaching of One' was based on the principle of voluntarism and aimed to involve every Nigerian in mass literacy as a learner, teacher or sponsor.

▲ The Nigerian National Council for Adult Education hosted the executive committee meeting of the African Association for Literacy and Adult Education at Bauchi. Among the items on the agenda was the establishment of the African Centre for Literacy Training in Naimey, Niger Republic.

▲ The University of Ibadan received special mention for its submission to the International Award for Literacy Research Contribution, which is co-sponsored by the UNESCO Institute for Education in Hamburg, Germany; the Department of Multi-Culturalism and Citizenship, Canada; and the Canada Post Corporation. The research paper, 'Enrolment and Retention in a Rural Literacy Programme', was praised for its originality and cultural analysis of traditional education.

▲ A workshop for supervisors of continuing education centres in the Middle Belt was held at New Bussa. The workshop was organised under the auspices of the federal government and the European Economic Community (EEC) Middle Belt Programme.

1993 ▲ A workshop for NGO leaders with the theme 'NGO/Government Collaboration - A Critical Appraisal' was held under the auspices of the Nigeria Agency for Voluntary Development Organisation at Ibadan.

▲ Offices of the National Commission for Mass Literacy, Adult and Non-Formal Education were established at zonal levels in the country.

1994 ▲ A three-day workshop was held in Abuja with the aim of examining United Nations Development Programme projects in Nigeria and finding ways to promote adult education programmes throughout the country.

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Islamic adult education in Nigeria¹

1913 ▲ Sheikh Muhammed Belgore established an Islamic forum in Ilorin, Southern Nigeria, for the purpose of enriching Muslim adults' knowledge.

1917 ▲ The Ahmadiyya movement in Nigeria was established with the aim of promoting Islamic education among adult Muslims.

1923 ▲ The Ansar-Ud-Deen society of Nigeria was established to promote Western education among illiterate adults.

1934 ▲ The Emir of Kano, Alh. Abdulah, returned from Makkah and established an Arabic Training School for adult learners.

1943 ▲ Sheikh Muhammad Kamaldeen of Ilorin established the Ansar-Ul-Islam society of Nigeria for the effective propagation of Islam among adults.

1947 ▲ The Northern Provincial Law School became the School of Arabic Studies with the aim of upgrading the skills of unqualified Arabic teachers in non-formal schools for children.

1952 ▲ Sheikh Adam-Al-Ilory established the Arabic Training Centre, which was later affiliated with Al-Azhar University in Cairo, for the purpose of training imams and alfas (Muslim clerics).

1954 ▲ The Muslim Students Society of Nigeria was formed to promote education among the youth.

1955 ▲ A special training programme was introduced for Islamic teachers in the Western Region who were graduates of non-formal Arabic schools.

1960 ▲ The Abdulah Bayero College, with the support of the Northern Region Ministry of Education, began to prepare people outside the school system for pre-university education.

1962 ▲ The Department of Arabic and Islamic Studies was established within the University of Ibadan to improve the educational standard of imams and alfas.

1966 ▲ Muslims started to use a variety of stickers, placed on vehicles, doors and billboards, to educate people from a distance about the teachings of Islam. This was sponsored by Alhaji Yisa Yagboyaju.

1971 ▲ The National Joint Muslim Organisation was formed to promote Islam among workers.

1974 ▲ The Young Muslim Brothers and Sisters of Nigeria was formed, with the aim of mobilising youth for Islamic education.

1976 ▲ Sharia College was established as a training ground for rural Islamic preachers and imams.

1977 ▲ The Muslim Graduates Association of Nigeria was formed, with the aim of promoting Islamic education in Nigerian universities through seminars, public lectures and radio services.

1980 ▲ The Aare Musulumi of Yorubalands Office was established for the purpose of dissemination of Islamic education among adults.

1981 ▲ The National Council for Muslim Youths Organisation of Nigeria was formed, with the aim of promoting Islamic practices among adults.

▲ Islamic programmes on Nigerian television were sponsored by Chief Yisa Yagboyaju.

▲ The *Al-Ilm Magazine*, an organ of the Muslim students' society of Nigeria, was reintroduced to provide remedial knowledge for Muslim students.

▲ Islamic sermons were published on Fridays in Nigerian daily newspapers to serve as a continuing education forum for Muslims.

1. This section includes selected Islamic programmes only.

1986 ▲ The Muslim festival of Ileya was introduced in Government House, offering Muslim children informal exposure to Islamic knowledge.

1989 ▲ The Islam in Africa Conference was formally launched, offering Nigerian Muslims information through public lectures and symposia.

1990 ▲ The Nigerian Supreme Council for Islamic Affairs approved the establishment of state and local government chapters, allowing for mass participation in its adult forums.

1991 ▲ The Timing Committee of the Nigerian Supreme Council for Islamic Affairs in Kaduna was established for the purpose of providing adult Muslims with Hegira calendars.

▲ A call to prayers was sponsored on Radio Nigeria to invite distance worshippers to mosques. The radio was also used for the first time to educate people on the content and purpose of the call to prayers.

1992 ▲ A national adult literacy programme for Muslim women was launched by the Federation of Muslim Women in Nigeria.

1993 ▲ The Abuja National Mosque was formally opened for worshipping and adult education activities.

1994 ▲ The Directorate of the Nigerian Muslim Welfare Board organised the first pre-hadj seminar in Kaduna to expose hadj officials to their welfare activities.

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Seychelles

Alain Daniel Lucas and Marguerite-Marie Mondon

Year of independence 1976

Population in 1994 73 850

1902 ▲ A technical school for boys was established providing tuition in joinery and carpentry on a 'learning while earning' basis.

1908 ▲ The first public library system was set up with support from the Andrew Carnegie Fund.

1944 ▲ An education ordinance was enacted giving the colonial government overall responsibility for public education.

1949 ▲ A mobile cinema was acquired by the colonial government in order to show documentary and educational films to the general public.

1950 ▲ Classes were instituted for civil service employees on employment probation, to upgrade their skills.

▲ The government established community centres with the aim of paying particular attention to the cultural needs of the community, through activities such as debates, meetings and social gatherings.

▲ A co-operative book society was launched, open to anyone who could pay a nominal registration fee.

1953 ▲ Prisoners were trained in carpentry, hat- and mattress-making, and agriculture.

1959 ▲ A teacher-training college was established which helped to prepare teachers to work with adults, especially in literacy education, and which awarded certificates of achievement.

1961 ▲ Evening classes were conducted by the Education Department for clerical workers, nurses, policy personnel and teachers, as part of their continuing education.

1963 ▲ The Carnegie Library, in conjunction with St Mary's School, La Digue, arranged for books to be despatched for the school and the general public.

1964 ▲ The National Archives and Museum were established, enhancing accessibility of cultural, historical and other topics which contributed to national identity.

▲ Roman Catholic Mission authorities started free formal evening classes in Victoria, for adults, in a variety of subjects at both beginner and intermediate levels.

▲ The local branch of the Alliance Française organised general interest classes in French for a small group of adults.

1971 ▲ Adult education classes were instituted, adapted from the American 901 system (the title given to an adult education course).

1976 **Seychelles gained independence.**

1977 ▲ Three principles were adopted to guide government policy on education after liberation: education for all, for life, and for personal and national development.

1978 ▲ An Adult Education Section was created within the Ministry of Education and Culture. Five centres were opened for weekly classes after working hours, in such subjects as English, French and mathematics.

▲ A three-week seminar was organised by the Ministry of Education, with the assistance of UNESCO, entitled 'Functional Literacy'. Representatives from Madagascar, Mauritius, Comoros, Rwanda and Burundi attended.

▲ A co-ordinator from the Adult and Continuing Education Unit in the Ministry of Education and Information was appointed to teach English and Creole to prisoners.

1979 ▲ A reading room was set up in the Baie-Sainte Anne Social Centre building, which provided mainly leisure reading of magazines, newspapers and novels.

1980 ▲ Weekly evening classes were instituted in English, French, mathematics, biology, physics, chemistry and art at GCE 'O'- and 'A'-levels.

▲ A system of nine years free schooling was established, offering equal educational opportunities for all Seychelles children.

1981 ▲ A mobile library unit began operations as an extension of library services, especially to rural areas.

▲ The National Youth Service was established, comprising residential educational programmes which integrated practical and academic training. It was free and open to all who had completed nine years of school, irrespective of their level of attainment.

1982 ▲ Creole became the national language of instruction.

▲ To eradicate illiteracy in the shortest possible time, the Ministry of Education and Information started pilot projects for the teaching of Creole literacy.

▲ The Ministry of Education organised literacy classes in Creole for its employees.

▲ The fourth seminar on 'Women and Literacy in the Developing Countries' was organised by the Secretary-General of the Agence de Cooperation Culturelle et Technique (ACCT), in collaboration with the Ministry of Education and Information.

1983 ▲ The Seychelles Polytechnic was established to provide training in academic, vocational and occupational fields. One of the aims was to prepare students for the GCE 'A'-level examinations.

1985 ▲ The literacy programme was reviewed to improve teaching methods and the mobilisation of participants.

1987 ▲ The adult education programme was evaluated by a Mexican sociologist, with the assistance of 32 participants from the various districts of Seychelles.

▲ An Institute Management Training Centre was opened, offering courses for civil servants.

▲ In recognition of the work of various adult education classes, the Ministry of Manpower accepted the English 'Level 3' certificate as a qualification for certain jobs.

1988 ▲ The National Workers' Union, in collaboration with the government, launched classes in agriculture and other subjects for civil servants throughout the country.

1989 ▲ An adult literacy survey was conducted, the first to extensively cover literacy at all levels throughout the country. The survey revealed that Seychelles had achieved an 85 per cent literacy rate.

1990 ▲ The Seychelles Post Office released a special set of stamps commemorating International Literacy Year.

▲ International Literacy Year was celebrated with a week of activities including workshops, seminars, films, Flag Day, poster and song competitions, public debates and the distribution of certificates to 180 participants.

▲ The President appealed to employers and organisations to encourage employees to attend classes and to give them time off to do so. The President declared that 15 to 20 per cent of the Seychelles population was still illiterate.

1991 ▲ A group of literacy participants from Mashe visited Praslin, the second-most populated island, to discuss ways of encouraging more people to participate in literacy classes.

▲ The head of the Polytechnic School of Continuing Education, Dora Ernesta, was commended by UNESCO for her efforts to help more Seychellois to read and write.

1992 ▲ Literacy Day, 8 September, was commemorated and certificates were distributed to 241 participants in different courses.

1993 ▲ By this time, 25 centres had been established by the Continuing Education Unit on Mahe, Praslin and Silhouette, where Creole was taught at different levels.

▲ The adult literacy programme was reviewed. Co-ordinators and instructors agreed that classes should begin in January, in line with the national school calendar, instead of September. Participants were given the opportunity to choose which subjects they would like to study.

▲ The government employed 65 co-ordinators/instructors to work with literacy programme participants in 25 centres.

▲ A review of the School of Continuing Education of the Seychelles Polytechnic was conducted by a British adviser on education, in conjunction with the Ministry of Education and Polytechnic officials.

▲ A library was opened on Baie-Sté Anne Praslin which offered services for children and adults.

▲ The Grand Anse library on Praslin was reopened to the public, offering services to children and adults, a reading room and staff facilities.

1994 ▲ The number of participants in the literacy programme decreased and the number of literacy centres was reduced from 25 to 15.

▲ Literacy Day, 8 September, was celebrated with various organised activities including visits to the National Library, an exhibition of the work of literacy programme participants, and a presentation of a literacy magazine with films and videos.

1995 ▲ The School of Continuing Education of the Seychelles Polytechnic, administered by the Ministry of Education, appealed to the public to take advantage of the second chance of free education offered to them in the form of the literacy programme.

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Sierra Leone¹

Edward D. A. Turay

Year of independence 1961

Population in 1993 4 460 000

1827 ▲ The Church Missionary Society in London established Fourah Bay College (FBC) as an institution for training African men as clergy, catechists and schoolmasters.

1876 ▲ FBC was affiliated to Britain's Durham University for degree-granting purposes, thus becoming the first seat of higher learning in West Africa. Today, FBC in Freetown, the capital city, offers degree, diploma and certificate courses in the arts, sciences, law, economics, engineering and adult education, and is one of three constituent colleges of the University of Sierra Leone. The others are Njala University College, located in the country's southern region some 120 miles from Freetown, and the College of Medicine and Allied Health Sciences in Freetown.

1887 ▲ The Dress Reform Society was founded by a group of educated Creoles, descendants of ex-slaves repatriated to Sierra Leone, who sought to educate others on the dangers of Africans adopting European sartorial habits ill-suited to the African climate. They advocated the use of a loose garment called a 'reform suit'. The society was short-lived, however, both because of the ridicule of their compatriots and the expense involved in changing the fashionable European wardrobe.

1893 ▲ Edward Wilmot Blyden (1832-1912), the Afro-West-Indian intellectual and defender of black people against European prejudice,

delivered a lecture entitled 'Study and Race' to a club known as the Young Men's Literary Association in Freetown. The lecture stressed the virtues of emulating contemporary figures of significance in fields such as literature, politics, science and art, especially characters of importance to Africa, such as Bishop Ajayi Crowther, the first African Bishop of the Niger and first student of FBC, and William Wilberforce, the English philanthropist. This lecture came to be regarded as the genesis of the term 'African personality', which became the battle cry of a later generation of black nationalists in their anti-colonial struggle.

1895 ▲ The Sierra Leone Association for the Improvement and Defence of Commerce and Agriculture was established. More popularly called the Sierra Leone Association, it set out through lectures, discussions and papers to promote the exchange of opinions and ideas among the leading figures of the Sierra Leone colony, especially in matters of commercial, political and social importance affecting relations with areas neighbouring the colony. Its membership comprised Africans and Europeans of high status in the colony, such as the Creole lawyer Sir Samuel Lewis, the first African to be knighted by a British monarch, and Philip Lemberg, the Consul for Portugal.

1912 ▲ A Sierra Leonean, I. C. Pratt, established a branch of the Young Men's Christian Association (YMCA) in Freetown. Like its parent body founded in London in 1844, the YMCA's objective was to use Bible study to encourage young men to emulate the life and ideas of Jesus Christ. It organised training courses for youths in agriculture, handicrafts and commercial subjects, as did its female counterpart, the Young Women's Christian Association (YWCA), founded by Pratt in 1916.

1. As no reply was received to our enquiries, we have maintained the information as supplied.

circa 1921 ▲ Kisimi Kamara, a native of Pujehun district in the country's southern region, developed a script in Mende (one of the two main languages in the country, the other being Themne), commonly called Ki Ka Ku after the initial three syllables of the first part of this 195-character script, each representing a specific sound. Written from right to left and allegedly reflecting Kamara's knowledge of Arabic and the script of the Vai people in the neighbouring Republic of Liberia, Ki Ka Ku was learnt eagerly and used widely by many in the south-eastern parts of the country for various forms of communication, record-keeping and teaching until the 1940s, when the spread of Western-type schools using the Roman alphabet to write Mende led to its demise.

1922 ▲ Henry J. Lightfoot-Boson, who later served as the first Sierra Leonean Governor-General between 1962 and 1967, passed the London University Intermediate Law exam by private study.

1924 ▲ The Njala Agricultural Experimental Station, established in 1911, began instruction for agricultural apprentices.

1934 ▲ Broadcasting commenced in Sierra Leone as a Rediffusion service.

1938 ▲ Isaac Theophilus Akuna Wallace-Johnson, a Sierra Leonean journalist and nationalist, established the Sierra Leone Youth League as a forum to rally citizens against the injustice of the colonial system. Its main membership consisted of clerks, teachers, and ordinary workers in unions affiliated to it. Its newspaper, *The African Standard*, was quite popular because of its left-wing tendency. Both the league and the newspaper declined after Wallace-Johnson was jailed for libel by the colonial government at the start of World War II.

1940s ▲ Some staff members of FBC conducted matriculation and commercial classes for adult groups in Freetown.

1943 ▲ Dr (later Sir) Milton Margai, who served as Sierra Leone's first prime minister between 1961 and 1964, started training

courses in midwifery, childcare and sanitation for initiates of the exclusively female secret society known as Sande in Mende and Bondo in other local languages. On conclusion of the secret part of the ceremony, the women gathered in camps where they learnt various methods of childcare, home management, hygiene, etc., over a period lasting from a few days to several weeks. The trainees and some instructors would then travel to other areas of the country, primarily in the southern region, to organise similar training camps, eventually founding clubs which bore a resemblance to the Women's Institutes in Britain. Sewing was among the most popular courses offered.

▲ Christian missionaries, particularly Methodists, organised adult literacy campaigns in the Mende language, using the Laubach method of 'each one, teach one'.

▲ The British Council established an office in Sierra Leone to provide information about British culture and the English language through library facilities and organising concerts, talks and film shows.

1946 ▲ The Methodist Church established the Protectorate Literature Bureau to promote literacy for adults in the main indigenous languages (Mende, Themne and Limba) and others such as Koranko. Its Bunumbu Press produced primers for new and post-literacy learners. The bureau organised literacy campaigns, enlisting the support of educated paramount chiefs, and received an annual subsidy from the government.

1947 ▲ C. R. A. Cole, a Sierra Leonean adult educator, founded an adult school for disadvantaged groups at FBC.

1951 ▲ A Department of Extra-Mural Studies was established at FBC when Britain's Durham University seconded W. W. Taylor of its Extra-Mural Department to serve as the pioneer tutor-in-charge. Like its English counterpart, the FBC department initially offered 'systematic' liberal education classes for adults who met weekly to discuss various topics and included reading and written work. The department later provided 'unsystematic' education, such as public lectures, one-day schools and weekend schools, for employees in

the public and private sectors. It also organised annual residential schools for various groups, such as trade union activists and sales staff, and provided evening classes for non-school-going individuals taking public exams, some of whom later entered FBC for degree courses.

1953 ▲ The People's Educational Association of Sierra Leone was inaugurated during a residential school session as a non-governmental adult education agency seeking to promote adult education in all its forms throughout the country. Closely linked to the Department of Extra-Mural Studies and based mainly on individual membership in branches in Freetown and the rural areas, it declined in the 1960s, partly as a result of the expansion of formal schooling after independence, and partly from a lack of financial support.

1957 ▲ The Ministry of Social Welfare, the government agency responsible for adult literacy activities, launched literacy campaigns.

1958 ▲ The colonial government issued the *White Paper on Educational Development*, which promised to set up adult education centres, subject to the availability of funds.

1959 ▲ A library ordinance was passed, creating a nation-wide public library system for children and adult readers.

1961 **Sierra Leone gained independence.**

1963 ▲ The Workers' Educational Association was established in Sierra Leone with the technical assistance of the International Labour Organisation.

1964 ▲ C. R. A. Cole, a tutor in the Department of Extra-Mural Studies, became the first substantive director of extra-mural studies and served until his retirement in 1978.

▲ Following a meeting of all adult literacy agencies, convened by the Department of Extra-Mural Studies, a Co-ordinating Committee for Literacy was set up which, after a comprehensive survey of available facilities, advised the establishment of a pilot literacy project in Keneba, the eastern regional headquarters, with Mende as the medium of instruction.

▲ An Act of Parliament established Njala University College. Two of the first departments established, Agricultural Economics and Extension, and Home Economics, initiated outreach programmes in the rural settlements around the college.

1965 ▲ Prime Minister Sir Albert Margai, who was in office from 1964 to 1967, ordered the establishment of a National Literacy Committee under the Ministry of Social Welfare. Its membership included government departments active in adult education and private literacy promotion agencies. Its mandate was to advise, co-ordinate, promote and organise meetings to enhance literacy, determine performance standards for learners, and disseminate information on all matters pertaining to literacy within and outside Sierra Leone. A task force of the committee submitted a plan for a five-year national literacy campaign which was shelved because of the high cost (about US\$12-million).

1966 ▲ At the request of the Sierra Leone government, Dr Edith Mercer of the British Ministry of Overseas Development visited Sierra Leone and recommended that responsibility for literacy work be transferred from Social Welfare, to the Ministry of Education to reinforce the link between formal and non-formal education. She advised the government to request technical assistance from UNESCO for the literacy project.

1967 ▲ The Ministry of Education assumed total responsibility for adult literacy education in the country.

▲ Two UNESCO experts arrived in Sierra Leone and submitted a plan for a four-year functional literacy pilot project, to be based in the eastern region of Kenema. Because the government was unable to provide 53 per cent of the total cost involved, the project was never executed.

▲ A military government, called the National Reformation Council, replaced the civilian regime after a disputed general election and ruled for 13 months.

1970 ▲ The government *White Paper on Educational Policy* recognised the need for a

vigorous programme of adult education, including literacy, running parallel to primary school education as a means of promoting the country's educational advancement.

1971 Sierra Leone became a republic.

▲ The Farm Craft Centre for the Blind was established at Kenema by the government, with the support of local and international organisations such as the Royal Commonwealth Society for the Blind. The aim was to train blind adults to acquire skills in weaving, cash crop cultivation, vegetable gardening and other useful rural crafts, to make them self-supporting when they returned home after a year of training at the centre.

1974 ▲ The Institute for Sierra Leonean Languages was established by Messengers of Christ, Lutheran Bible translators from the USA. Its main preoccupation is the translation of the Bible from English into indigenous Sierra Leonean languages. It also prepares literacy primers and trains teachers, writers and literacy personnel, and conducts research into the languages of the country in collaboration with local organisations.

▲ A National Development Plan recommended the introduction of adult education in all teacher colleges, in recognition of the growing importance of out-of-school education.

1975 ▲ The Bunumbu Teachers' College in the eastern region introduced pilot schools designed to be closely linked to the needs of the communities in which they were located. Polyvalent teachers trained to serve both the formal and non-formal education sectors were part of the plan.

1976 ▲ The People's Educational Association was revived, with the aim of serving the educational needs of grassroots citizens, especially in literacy, income-generating activities, and the training of adult men and women serving as volunteers in its branches. By 1987, 21 centres had been established across the country.

▲ After two conferences on revamping the nation's education system, the University of Sierra Leone published *The Sierra Leone*

Education Review: All Our Future, which recommended reform at all levels of the system, including the use of community education centres as the educational base for serving children, illiterate youth and adults who never went to school. It also recommended the establishment of an Institute of Adult Education within the university as a matter of urgency.

1977 ▲ An Adult Education Unit was set up in the Ministry of Education, as an entity separate from the Planning Division to which it was previously attached, to carry out advisory, monitoring and supervisory functions for adult education programmes, in addition to drawing up a national curriculum for literacy programmes and assisting with training needs of adult education agencies, both governmental and private.

▲ The Canadian University Service Overseas (CUSO) established the first Functional Adult Literacy Programme in the Bombali district in the northern region, with the aim of stimulating development efforts of communities through the acquisition of work-oriented literacy skills in the community language, Themne. Two other projects of the same nature were established by CUSO in Port Loko (Themne) and Pujehun (Mende) in 1979, by agreement with the International Foster Parents Plan's local office and the Ministry of Education.

1978 ▲ The Sierra Leone Opportunities Industrialisation Centre, a branch of the American enterprise founded in Philadelphia by the Reverend Leon Sullivan in 1964, was established to provide basic training for disadvantaged youth in areas such as carpentry, electronics, masonry, secretarial services, auto-mechanics, management and book-keeping.

▲ Sierra Leone became a one-party state.

▲ The government set up the Sierra Leone Adult Education Association as a mechanism for co-ordinating the adult educational activities of various organisations, mostly private bodies. Its membership soon included individuals who set up local branches of the association in 15 settlements across the country. It also undertook advocacy work,

co-ordinated meetings, and provided material and financial support for training agencies affiliated to it.

▲ The Adult Education Unit of the Ministry of Education recruited more staff and deployed most to the provincial headquarters of Bo, Kenema and Makeni.

1979 ▲ UNESCO, in collaboration with the Department of Education, organised the collection of statistics on out-of-school and adult education programmes which revealed that literacy programmes formed the largest number of adult education programmes.

1980 ▲ Professor Newman D. J. Smart, the Sierra Leonean head of the Education Department at FBC, established Cardinal Educational Enterprises Limited as an agency to provide face-to-face tuition, correspondence education and relevant texts, mainly for an out-of-school education clientele wishing to take public exams for various reasons, including university entrance and career advancement.

▲ With the support of the German Adult Education Association (DVV), which provided the bulk of the scholarships for the first intake of students, the Department of Extra-Mural Studies at FBC launched the certificate and diploma in adult education programmes, each lasting a year, to provide professional training for facilitators, extension agents in health and agriculture, supervisors and administrators of adult education programmes serving in government and other organisations, including personnel from the formal school system wishing to serve as adult educators.

▲ A pilot project called Functional Literacy and Numeracy through Co-operatives began in Bo district in the southern region.

▲ The Institute of Public Administration and Management was established as part of the University of Sierra Leone to organise induction and refresher courses, training seminars and workshops for middle-level and senior personnel in the civil service, parastatals and the private sector. Courses offered included public administration, general management, accounting, human resources management and computer science.

1982 ▲ The Sierra Leone delegation to an international seminar on literacy at Udaipur in India received a medal for articulating how fruitful co-operation between government and voluntary organisations drove the adult literacy campaign in Sierra Leone.

▲ The liaison office of the DVV, headed by a resident German representative, was established in Freetown. In terms of an agreement signed by the German and Sierra Leone governments, the DVV would provide financial, material and professional support for the development of urban and rural areas of Sierra Leone through adult education. Four local agencies, commonly called the Sierra Leonean Partners, were initially involved in carrying out the programmes: the Adult Education Unit of the Ministry of Education; the Department of Extra-Mural Studies at FBC; the Sierra Leone Adult Education Association; and the People's Educational Association of Sierra Leone.

▲ A group of teachers in the formal system started a programme for the provision of distance tuition as a method of reaching more out-of-school adults and youths desirous of improving their job competence or preparing for examinations outside the formal school system. The programme was known as Manskay Correspondence Service.

▲ Manskay Correspondence Service launched a scheme aimed at providing appropriate learning materials, created by Sierra Leonean authors, for schools, colleges and adult education centres. This was in direct response to an acute shortage of imported materials within the school system and the developing adult education centres.

1984 ▲ The African Association for Literacy and Adult Education, with headquarters in Kenya, organised a workshop for English-speaking West Africa at Port Loko in northern Sierra Leone on environmental education and adult education. The workshop proceedings contributed significantly to a book entitled *Environmental Education Through Adult Education*, which was published in 1987 and outlined strategies for highlighting environmental issues in adult education curricula and materials.

▲ The Certificate Training Centre was set up as a unit of the Faculty of Agriculture at

Njala University College, to train middle-level extension agents of the Ministry of Agriculture and Natural Resources.

▲ The People's Educational Association held the inaugural meeting of 'The Stories and Songs from Sierra Leone Project', designed to draw on local oral literature to produce learning materials in English and indigenous languages, for use by initial and post-literacy learners, schools and the general public. By 1994 over 40 booklets had been issued in the series.

▲ The People's Educational Association issued the first edition of its journal *Pen and Hoe*, a title which underlined the significance of literacy linked to productive work, especially farming, in a predominantly agricultural economy.

1985 ▲ The Department of Extra-Mural Studies at FBC was renamed the Institute of Adult Education and Extra-Mural Studies. It is now more popularly known by its acronym INSTADEX.

1986 ▲ In an address to parliament, the Head of State expressed the government's willingness to help NGOs in the field to improve non-formal education for illiterate adults. He also expressed the hope that the results of an ongoing survey would lead to the formulation of a national policy on adult education.

▲ The Institute of Adult Education and Extra-Mural Studies at FBC published the first edition of the *National Directory of Adult Education Providers in Sierra Leone*, consisting of 114 main and subsidiary institutions run by government, NGOs, religious bodies and private individuals.

▲ The Institute of Adult Education and Extra-Mural Studies ran a two-week workshop at Telu in the southern region on Community Theatre for Integrated Rural Development. This was the first attempt to explore the use of popular theatre as a medium of education in Sierra Leone.

1987 ▲ The first National Conference on Policy and Strategies for Adult Education was convened by the Adult Education Unit and the Department of Extra-Mural Studies at FBC to draw attention to the need to recognise adult

education as a tool for national development. Recommendations included the provision of government financial support, the establishment of a statutory National Council for Adult Education, and the upgrading of the Adult Education Unit to a division within the Ministry of Education. Most of these recommendations remain unfulfilled.

▲ The Sierra Leonean groups co-operating with the DVV established the Partners Women's Commission with a view to addressing the adult education needs of women in Sierra Leone.

1988 ▲ Ambrose Ogunade, a former staff member of the Department of Extra-Mural Studies, received the Order of the Rokel from the government in recognition of years of service to education, particularly adult education and broadcasting. The latter referred primarily to his regular commentary on topical issues of the day titled 'Something to Think About'.

1989 ▲ The local UNICEF office, with the support of the Ministry of Education, UNDP and UNESCO, organised a National Conference on Basic Education, attended by formal and non-formal educators, religious bodies and traditional rulers, to determine the extent of the illiteracy problem and to work towards its elimination by the year 2000. A *National Action Plan for Basic Education for All by 2000* was published later as a main outcome of the conference.

1990 ▲ The Sierra Leone Adult Education Association launched an Indigenous (later Sierra Leonean) Languages Skills Programme to encourage Sierra Leoneans literate in English to acquire literacy in the local languages as well. The programme set up centres for this work and produced teaching/learning materials in Mende, Themne, Krio and Limba.

▲ The Literacy and Civic Education for Women Project was established with a view to providing literacy, in English and the local languages, and income-generating skills for 2 000 women in rural areas. The project was funded by UNESCO, the Federal Republic of Germany and the Sierra Leone government.

1991 ▲ The new multi-party constitution includes a provision that government policy will be directed towards achieving equal rights and adequate educational opportunities for all citizens. In particular, the government is to strive to eradicate illiteracy through free adult literacy programmes, free compulsory basic education and free senior secondary education, as and when practicable.

▲ A rebel war was unleashed by Sierra Leonean dissidents, in league with foreign mercenaries, on the southern and eastern parts of the country neighbouring Liberia, leading to great loss of lives and property, and forcing several adult education agencies and other bodies to cease operations in the affected areas.

▲ In anticipation of the possible closure of the DVV liaison office in Sierra Leone, the Sierra Leonean agencies co-operating with it established the Partners in Adult Education Co-ordinating Office as a mechanism for continuing work and liaison on adult education.

▲ William F. Conton, national president of the People's Educational Association, was appointed Minister of Education in the interim government and served until April 1992, when the government was overthrown by military officers. He played a key role in the drafting of legislation pertaining to the Basic Education Commission which was promulgated three years later.

1992 ▲ The UNICEF office in Sierra Leone, in co-operation with the Sierra Leone Adult Education Association, launched a Basic Education Programme aimed at teaching mainly 2 000 rural women literacy, numeracy, income-generation and family life skills, using the community languages in one southern and two northern districts. The programme incorporated the Christian Action Group and the Islamic Action Group and devised the slogan 'Each mosque a school, each church a school'.

▲ A group of young army officers overthrew the 24-year civilian regime of the All Peoples Congress Party and installed a new government known as the National Provisional Ruling Council.

▲ The People's Educational Association and UNICEF launched a pilot initiative, initially called the Early School Leavers

Project, for out-of-school persons aged between 6 and 14, in settlements lacking formal schools in two districts in the north and south, as part of the plan to eliminate child illiteracy and stem the growth of future generations of illiterate adults. A three-year curriculum of literacy, community studies and income-generating skills was expected to make learners capable of employment or of entering or returning to formal schooling.

1993 ▲ The Faculty of Education of Njala University College became the fifth full Sierra Leonean member of the DVV-Sierra Leonean Partnership. Its main contribution was in the area of research.

▲ In response to an appeal for assistance from the Department of Education, the British Council in Sierra Leone organised a four-day workshop on non-formal adult education at Njala University College, attended by representatives of various adult education provision agencies. The workshop recommended the establishment of a National Council for Non-Formal Education with a membership drawn from government, the university and international non-governmental organisations. Its functions would include advising government on adult education policy and its implementation, and attracting funding for the promotion of adult education activities.

▲ The DVV liaison office in Sierra Leone closed down and most of its functions were taken over by the Partners in Adult Education Co-ordinating Office.

▲ The British Council sponsored another four-day workshop at Njala University College for personnel from various organisations engaged in materials production, particularly for adult literacy learners. Recommendations from the workshop included setting up a national publishing house to concentrate on the production of learning materials; appointment of a national adult learning materials production committee to co-ordinate the production of all learning materials; and the formation of a Sierra Leone Language Association to advise government on adult literacy and language use in education at all levels.

▲ The government introduced a new educational paradigm, known as the 6-3-3-4

system, as part of a reform programme aimed at ensuring the relevance of education to national needs and aspirations. The system would comprise six years of primary schooling, three years of junior secondary, three years of senior secondary and four years of tertiary education. The first nine years were expected to provide basic education for all learners in the formal sector.

▲ The report of a study on accelerated enhancement of literacy sponsored by the World Bank, recommended support and extension of the adult education activities of non-governmental organisations through training incentives, information and materials, research and evaluation. It was proposed that a National Centre for Literacy and Adult Education be located in Bo, headquarter town of the southern region.

▲ In a national broadcast outlining a transition programme for restoring democratic rule by January 1996, the military Head of State proposed the establishment of a National Commission for Democracy to carry out public education and inculcate in citizens of voting age an awareness of their civic responsibilities and an appreciation of their rights.

1994 ▲ The military regime issued the National Commission for Basic Education Decree with the aim of implementing a national plan for basic education. One of the goals was the elimination of adult illiteracy by the year 2000.

▲ The Minister of Education issued a new National Education Action Plan focusing on strategies to integrate formal and non-formal education and to increase the 20 per cent national literacy rate by the year 2000.

▲ DVV donated DM100 000 to the People's Educational Association and the Sierra Leone Adult Education Association to purchase a building to house the two non-governmental organisations in the partnership.

▲ A two-year pilot functional literacy project was started among 500 residents of Kroo Bay, a slum settlement in the west end of Freetown, with the hope that the acquisition of literacy and numeracy skills would ensure their effective participation in the political process. The British Overseas Development Administration undertook to provide half of the total budget of £22 000.

▲ Rebels attacked several areas of the country previously free from war, leading to a withdrawal of adult education agencies and other bodies to Freetown and its immediate environs.

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South Africa¹

Cathy Gush & Shirley Walters

Year of independence 1961

Population in 1995 41 540 00

1910 ▲ Union of South Africa: unification of four colonies into a unitary state within the British Empire.

▲ The first 30 extension lectures were delivered by professors of the University of Cape Town in the greater Cape Town area.

1912 ▲ The African National Congress (ANC) was formed.

1915 ▲ The International Socialist League was formed, reconstituting itself in 1921 as the Communist Party of South Africa (CPSA). It initially directed its activities towards skilled white workers, but organisation was extended to include black workers, and some night school activity began around 1919.

1. This chronology is very limited. It does not reflect the richness of adult educational activity that is an inevitable part of the turbulent history of South Africa. It also expresses the regional bias of the authors who are located in Cape Town. Neither time nor resources allowed for systematic and thorough groundwork to be done to ensure greater representation. The limitation of this chronology also reflects the underdevelopment of historical work in adult education in South Africa. The events that are mentioned, particularly in the early years, are only those that have been recorded in the literature. Because of the classed, raced and gendered nature of the literature, inevitably the bias is toward middle-class, urban based, white people's (particularly men's) activities. A great deal of original research is required to do justice to the complex texture of the history that is so closely bound up with the majority of women's and men's daily experiences of survival. A very crucial part of the history of South African adult education that is omitted is that within the liberation movements, especially under extremely harsh conditions in exile.

▲ The Workers' Educational Association began activities in Johannesburg, Durban and elsewhere. Its aim was to further the general education of white workers in industry and commerce by providing formal instruction in certain subjects.

1924 ▲ In a drive against illiteracy, the CPSA night school was formally established on the Witwatersrand, and a number of potential black leaders and CPSA organisers were recruited and trained. The focus was on worker education, mainly English and politics.

1929 ▲ State harassment of the CPSA took the form of a court case against the night school for alleged incitement of racial hatred.

1930-33 ▲ The CPSA night school began to decline as a result of conflicts within the party and one of the key players, Edward Roux, resigned and moved to Cape Town.

1932 ▲ The report of the Carnegie Commission entitled *The Poor White Problem in South Africa* was published and influenced the provision of adult education for white people.

1936 ▲ Edward Roux began a publishing venture, the *African Bookman*, which produced an educational newspaper and thought-provoking texts for adult neo-literates, dealing with ideological issues, scientific concepts, and agricultural and economic practices. He was actively involved with the People's Club in establishing a night school which subsequently developed into the Cape Town liberal night school movement.

1938 ▲ The African College was started by a group of students from the University of the Witwatersrand. It emphasised skill development.

▲ Night schools started at the Church of England School in District Six, Cape Town, taking learners from illiteracy to Standard 8.

1939 ▲ The Nicol Commission investigated the large number of white pupils leaving school without a Standard 8 certificate and recommended that schools in the Transvaal should provide continuation classes of a broadly cultural nature.

1940 ▲ A school similar to the African College was opened and, together, the two became known as the Mayibuye Schools. They first operated with volunteers and were later subsidised by the Transvaal Teachers' Association, which attempted to co-ordinate the activities of all night schools with the objective of obtaining financial support from the government. The government was sympathetic.

1943 ▲ The night schools on the Witwatersrand, in an attempt to see their activities extended to vocational training, were instrumental in persuading the Technical College to open a department for 'Non-European adults'.

▲ The South African Red Cross Society deployed 14 000 people to teach first aid.

1940 ▲ The Army Education Service was set up by liberal elements and some prominent educationists within the South African Army. Its aim was to provide information and education to soldiers on issues such as democracy and current affairs.

1945 ▲ The Witwatersrand Federation for Non-European Adult Education was formed and became known as the J4Cs. It included the liberal South African Institute of Race Relations and its planning was supported by the United Party government. It recommended that night schools receive state subsidies.

▲ In the Orange Free State, at least a dozen vacation schools were held, which were based on the Danish Folk High School concept of bringing together young adults from the rural areas to study various subjects. The schools were for white people.

1946 ▲ The Eybers Commission of Inquiry into Adult Education, set up in 1943 by the

Minister of Education, published its report. The commission recommended that a system of adult education be organised under the control of a National Council for Adult Education, under the aegis of the central government's Department of Education. Although adult education should be sponsored by the state, the efforts of local and voluntary bodies should be encouraged and subsidised. It also recommended that local area and regional organisers mobilise people's participation in adult education.

▲ Under the auspices of the South African Institute of Race Relations, a project was implemented to explore literacy methods and materials for adult non-Europeans. The Laubach method was adapted to teach literacy in South African vernacular languages, and in English and Afrikaans. The state subsidised this work, which was religious in content.

▲ A number of former information officers from the Army Education Service established the Institute for Citizenship in Cape Town in order to continue the work in civilian life. They held public information lectures on a monthly basis, and evening classes on topics such as democracy, propaganda and unemployment. This was the impetus for the first Summer School at the University of Cape Town.

1947 ▲ A conference on adult education was organised by the South African Institute of Race Relations. Literacy work was urged as a response to poor post-war economic conditions.

▲ The number of J4C schools reached 19 and their application to the Johannesburg Municipality for financial aid was granted. This enabled the night schools to employ African teachers at a minimal fee rather than using the services of volunteers.

1948 ▲ The National Party government came to power and began to reverse the policy of support for night schools for blacks. It also discouraged and/or closed down non-governmental and community literacy projects.

▲ The De Villiers Commission Report on Technical and Vocational Education was published.

▲ A Division of Adult Education was created within the Department of Education, Arts and Science. A National Advisory Council for Adult Education was set up to attend to white interests. Programmes were arranged in collaboration with church councils, provincial library services, the National Thrift Association and others.

▲ The rise of African nationalism was facilitated by the ANC and the ANC Youth League.

1951 ▲ The Eiselen Commission Report into Native Education was published.

1952 ▲ The University of Cape Town established a Board of Extra-Mural Studies to organise public lectures.

1953 ▲ The National Party government passed the Bantu Education Act which aimed to bring all education for black people under the control of the central government.

1955 ▲ The Department of Native Affairs took over the administration of grants for African adult education and insisted that all classes be registered, irrespective of whether they were subsidised.

▲ *The Freedom Charter* was drawn up by the Congress of the People organised by the ANC. It aimed to 'open the doors of learning and culture' to all.

1956 ▲ An interim committee was set up by the South African Institute of Race Relations to establish the Bureau of Literacy and Literature. Its objectives included training literacy teachers, providing the necessary material and fostering the distribution of 'Christian and other healthy and useful literature'.

1957 ▲ The number of J4C schools reached 32, with a total enrolment of 3 000.

▲ Government Notice 1414, entitled *Regulations for Night Schools and Continuation Classes for Bantu Pupils in European Areas*, was published. Some of the implications were:

1) It linked the type of education to be provided with that given to children in the formal sector;

2) The definitions automatically excluded young people, the unemployed and those employed in the informal sector;

3) All night schools had to be registered. In European areas, applications for registration had to be accompanied by permits from the Group Areas Board and renewed annually;

4) These schools had to be controlled and administered as private schools by the proprietor or a representative who had to be European;

5) In African areas, schools could be run only by African school boards or committees.

1958 ▲ Many night schools closed due to administrative and financial difficulties, and the night school movement, as represented in the J4Cs co-ordinating body, broke up.

1959 ▲ The South African Committee for Higher Education (SACHED), an alternative education NGO, was established to serve the needs of black adults, especially in response to the closing of universities to black students. It enabled black students to write the 'O'- and 'A'-level examinations, through a link with the University of London, and to enrol for some tertiary education courses.

1960 ▲ Major opposition political movements, notably the ANC, were banned. Activists went into exile or underground, or were imprisoned.

1961 South Africa becomes a Republic and leaves the British Commonwealth.

▲ An essentially illegal night school was set up on the campus of the University of Natal, Pietermaritzburg, to provide matriculation classes for working black students.

1962 ▲ An amendment to Government Notice 1414 of 1957 required further approvals and information for black adult night schools.

▲ The number of black adults in night schools declined to 2 218. Before implementation of the new system over 10 000 students had been enrolled around the country.

▲ The Income Tax Act was passed, allowing employers generous tax deductions for training initiatives.

1964 ▲ The Bureau of Literacy and Literature application for registration as an 'association not for gain' was finally granted and the organisation embarked on a campaign to increase literacy work on the mine compounds. The mining houses gave the bureau a per capita grant for training teachers to teach in the compounds.

1965 ▲ The Correspondence College Act was passed, providing for the registration and regulation of private correspondence colleges and setting up a Correspondence College Council.

1966 ▲ Operation Upgrade of Southern Africa was started by Dr F. Laubach with government approval. The project supplied primers and readers in many African languages, focusing on the production of easy-reading texts.

▲ The Education Panel, constituted in 1961 by the private sector, published its second report, entitled *Education and the South African Economy*. It stressed the significance of the changes involved in moving from a primarily agricultural to an industrial economy, and emphasised the economic purposes of education.

1967 ▲ Technical Institutes were established under the Department of National Education to provide classes in commercial and technical subjects on a part-time basis for recognised certificates.

1968 ▲ The Black Consciousness Movement began on the campuses of the black universities, under the auspices of the South African Students' Organisation. Attempts were made to set up community learning groups.

▲ The government's Division of Adult Education became the responsibility of the new Department of Cultural Affairs.

▲ A Board of Culture and Recreation was instituted by the Department of Coloured Affairs for the purposes of fostering cultural activities, entertainment and organised sport among coloured people.

1969 ▲ One of the first commercial literacy organisations, Communication in Industry, was started in the province of Natal. It aimed

to teach black workers through the medium of English, using Arnold and Varty's 'English Through Activity' method. This method was also used in black primary schools.

▲ The National Culture Promotion Act was passed 'to provide for the preservation, development, fostering and extension of the culture of the white population of the Republic by the planning, organisation, co-ordination and provision of facilities for the utilisation of leisure and informal, out-of-school education'.

1970 ▲ The radical University Christian Movement began receiving and circulating summaries of the works of Paulo Freire, a radical Brazilian educator. Some students were trained in Freire's methodology and used it in community education and literacy classes.

1971 ▲ An Extension Department was established at the University of Natal, Durban.

1972 ▲ The University Christian Movement was banned.

▲ The Black People's Convention was launched, with an emphasis on the psychological and physical liberation of black people. Several community education and development projects were initiated.

▲ Early-childhood education NGOs, such as the Early Learning Resource Unit and Grassroots Educare Trust, were established. Later, they developed adult education programmes for training community-related personnel.

1973 ▲ The Institute for Adult Education and External Studies was established at the University of the Witwatersrand.

1974 ▲ The independent trade union movement re-emerged with strong commitments to worker education. The Western Province Literacy Project was set up in Cape Town, the Institute for Industrial Education in Durban and the Industrial Aid Society in Johannesburg.

▲ The number of instructors trained by Communication in Industry reached 165 and several companies were using the programme.

▲ The first 'alternative' learner-centred NGO, 'Learn and Teach', was founded.

1976 ▲ The Bantu Employees' In-Service Training Act was passed, aiming to encourage the establishment of training facilities in the workplace by offering substantial tax incentives to employers. Certain other industrial training centres were attached to secondary schools, and private industrial training centres were established.

▲ The Centre for Continuing Education was established at the University of the Witwatersrand, growing out of the institute founded in 1973.

▲ The Department of Bantu Education established a new section dealing with adult education, concentrating on literacy and night schools. Surveys of existing activity were carried out and the Human Sciences Research Council was asked to help evaluate literacy programmes.

▲ The government revised regulations governing state centres, night schools and continuation classes, and attempted to put a national policy in place. The minimum age for enrolment was changed from 16 to 18 years, and each state centre was to acquire a governing council and a student liaison committee. Literacy programmes were to be linked to the normal school system. Any literacy operation required government approval before being allowed to register.

▲ A total of 26 trade unionists were banned because of their literacy and general worker education activities. The net result was the closure of the Western Province Literacy Project.

▲ Government plans to force black pupils to learn through the medium of Afrikaans provoked a revolt by black school students that became known as the Soweto Uprising.

1977 ▲ The South African Students' Organisation and 18 other related organisations were banned.

▲ Anglo-American Corporation, the biggest gold producer in South Africa, made a large amount of funding available for the development of its own English language course. At the same time, the government began to dismantle aspects of a system which reserved particular jobs for white people.

▲ The state decided to re-open the night school system under the authority of the

Department of Education and Training. Twenty Adult Education Centres were established in high density industrial centres around the country. They offered primary- and secondary-level courses, and in-service refresher courses for teachers. 15 580 learners enrolled.

▲ The Human Sciences Research Council convened a national conference for all persons involved in literacy and language teaching.

▲ The Continuing Education Programme was founded to promote and advise on the implementation of adult education programmes in the workplace.

▲ The exiled ANC established the Solomon Mahlangu Freedom College in Tanzania.

1978-79 ▲ The Molteno Project, under the Institute for the Study of English in Africa, developed the Breakthrough to Literacy approach in the vernacular, which was also used for adults.

1979 ▲ The Education and Training Act replaced the Bantu Education Act of 1953.

▲ The first issue of *Learn and Teach* magazine was published. It was written in accessible English and appeared in regular editions at a subsidised price.

▲ The Wiehahn Commission findings resulted in the recognition of black trade unions. One of the main aims was to try to control the nature of education offered to black workers.

▲ The University of Natal's Extra-Mural Studies and Extension Unit expanded its activities to the Pietermaritzburg campus.

1980 ▲ The University of Cape Town offered the first advanced diploma course for educators of adults. Clive Millar was appointed the first professor of adult education.

1981 ▲ The state-commissioned report by the Human Services Research Council entitled *The Provision of Education in the Republic of South Africa* was published. It popularised the term 'non-formal education' as meaning education, mostly for adults, designed to complement and link up with the formal system and job-related educational needs. This was the first time that non-formal adult

education was identified by a state-appointed commission as an area for development.

▲ The Manpower Training Act institutionalised the right to training for all workers and made provision for the establishment of a National Training Board. In addition, it inaugurated a new system of training incentives for companies, enabling them to save 84 cents in every rand spent on approved training.

▲ The Small Business Development Corporation was established as a joint venture between the state and the private sector. Its aim was to encourage and train entrepreneurs and small business-people from all communities.

▲ The organisation Use, Speak and Write English was established to provide improved and relevant teaching of English as a second language to adults.

1982 ▲ The Urban Foundation, a major NGO founded and supported by the private sector, issued a draft report on non-formal education, highlighting the magnitude of the challenge facing the sector.

▲ The Foundation for Rural Development was established with government funding for the purpose of developing the skills of rural farm workers in co-operation with farmers and community development workers. Literacy and other adult education activities formed a large part of this work.

▲ A Division of Adult Education was established in the Faculty of Education at the University of the Witwatersrand.

1983 ▲ A government White Paper was published in response to the Human Sciences Research Council report on education provision. For the first time, the basic principle of equality of opportunities and standards was accepted, albeit within an apartheid framework.

▲ The University of the Witwatersrand offered its first higher diploma for educators of adults.

▲ The University of Cape Town published a survey of literacy and illiteracy, and helped to develop a rural-based literacy project.

▲ The Department of Education and Training designed and implemented its own curriculum for adults, beginning with a basic

literacy programme called Course for Adults to Read and Write.

▲ Some 517 private training centres and 989 training schemes were registered with the Department of Manpower.

▲ The Human Sciences Research Council established a Non-Formal Education Work Committee to research the area of non-formal education.

▲ The United Democratic Front (UDF) was launched as a federation of political groupings opposed to the establishment of the Tricameral Parliament and ideologically linked to the banned ANC. Creative political educational work was carried out under its banner and by its affiliates.

1984 ▲ The General Education Affairs Act empowered the Minister of General Education Affairs to decide on key areas of non-formal education policy. It also established an advisory Council of Education.

▲ The University of Natal offered an advanced diploma in adult education for the first time.

1985 ▲ The National Training Board and the Human Sciences Research Council published *Investigation into the Training of Artisans in South Africa*, resulting in some important amendments to the Manpower Training Act.

▲ The Department of Manpower funded a training scheme for the unemployed and established nine regional training centres. However, training periods were very short and performance requirements were low.

▲ The first National Consultative Conference of anti-apartheid groupings was held and the notion of 'people's education for people's power' emerged as the rallying cry for the next three years. Adult education was included in this concept.

▲ The biggest federation of trade unions was launched as the Congress of South African Trade Unions, and took on a leading role in the development of worker leadership and worker education.

▲ The Centre for Adult and Continuing Education was established at the University of the Western Cape. It was the first department of adult education at a black university in South Africa. The first woman professor of

adult and continuing education, Shirley Walters, was appointed.

1986 ▲ Progressive literacy organisations formed the National Literacy Co-operation to work in areas of common interest, share experiences, organise events, and keep adult literacy on the agenda of the liberation movement.

▲ A Department of Adult Education was established at the University of Transkei.

1987 ▲ The Progressive Primary Health Care Network was formed as a national body to support regional training and adult education initiatives in health care and community participation.

1988 ▲ The Independent Examinations Board was set up to develop and oversee a new system of examination and accreditation for schools. It later included the needs of adult education within its purview.

▲ The Centre for Adult and Continuing Education at the University of the Western Cape ran the first university-accredited Certificate for Educators of Adults course which utilised open learning methodologies.

1989 ▲ The National Union of Metalworkers of South Africa set up a vocational training project which examined and proposed changes to existing vocational training policy.

▲ The National Training Board and the Human Sciences Research Council published *Investigation into Skills Training in the Republic of South Africa*.

▲ Some unions began to include literacy and education as demands in negotiations with management.

▲ The Forum for Advancement of Adult Education was formed in Johannesburg.

1990 ▲ International Literacy Year stimulated interest and a number of activities in South Africa.

▲ The ANC, the Pan-Africanist Congress (PAC), the SACP and other political organisations were unbanned.

▲ The Private Sector Education Council was established to identify the needs of industry with regard to education and lobby government on the necessary policy. It argued

that adult education was the joint responsibility of the private sector, the state and the community, and should use existing infrastructure and facilities. To warrant support, adult education should also provide economic benefits.

▲ The Commonwealth Secretariat Expert Group was constituted, including in its work recommendations relevant to adult education as part of a human resources development process.

▲ The Cape Provincial Library Service took the first steps towards backing adult literacy work by actively encouraging local libraries to stock books for neo-literate adults and publishing a useful guide to literacy organisations and resources.

▲ The state's funding commitment to the unemployed training scheme decreased to less than five per cent of the 1985 commitment.

1991 ▲ The Congress of South African Trade Unions' national congress adopted a resolution on the 'basic principles of the education and training system', including access for all and emphasising literacy, numeracy, critical thinking, and scientific and technological skills.

▲ The Building Industries Federation of South Africa recognised the building courses of the unemployed training scheme.

▲ The National Training Board and Human Sciences Research Council published *Investigation into a National Training Strategy for South Africa* and *Investigation into Training for the Informal Sector*. The former favoured a competency-based modular system. Recommendations on adult basic education focused on the 'lost generation youth' and potential employment seekers, rather than on the major body of adult illiterates.

▲ The government produced the *Education Renewal Strategy*, most of which reiterated the recommendations of the 1981 Human Sciences Research Council report. The state retained the position that a certificated, vocationalised, non-formal system should be linked with formal education. As for literacy, the state abandoned the field.

1992 ▲ A Workers' College was established at the University of the Western Cape for the

training of trade unionists. A similar college was established at the University of Natal, Durban.

▲ The South African Association for Literacy and Adult Education was formed to unite literacy organisations which were not part of the National Literacy Co-operation.

▲ The Women's National Coalition was launched, bringing together over 60 national organisations and many more regional organisations across racial, political, religious and other divides. It aimed to draw up a Women's Charter to ensure that a new democratic government would be non-sexist and non-racist. It involved thousands of women throughout the country in its educational and organisational campaign.

▲ A National Education Conference was held by the ANC, the Congress of South African Trade Unions, the National Education Crisis Committee and other political organisations. Adult basic education and skills training were treated in resolutions as areas requiring special redress.

▲ The first Conference of Tertiary-Based Adult Educators was held in Natal.

▲ A consortium of four universities' departments of adult education (Cape Town, Western Cape, Natal and Witwatersrand) was formed as the DEAL Trust to contribute to the development of adult basic education.

▲ The Forum for Adult and Continuing Education was established in Natal.

▲ The Centre for Continuing Education at the Peninsula Technikon, Cape Town, offered the first programme providing an alternate route into tertiary education for adults with incomplete or inadequate secondary education.

▲ The South African Institute for Distance Education was launched as an NGO.

1992-93 ▲ The National Education Policy Investigation, working within the democratic movement to provide ideas for education and training policy, published 12 sectoral reports, including reports on adult basic education, human resource development and adult education.

1993 ▲ The National Training Board published reports on adult basic education and training, and trainer development.

▲ The Congress of South African Trade Unions published *Consolidated Recommendations on Adult Basic Education and Training*, the result of its two-year Participatory Research Project.

▲ The ANC and the Congress of South African Trade Unions published the discussion document *Framework for Lifelong Learning*.

▲ The National Education and Training Forum was launched as a direct result of the crisis in education and training. It brought together all national stakeholders to facilitate education and training during the transition to democracy.

▲ The Association for Adult and Continuing Education was established in the Western Cape.

▲ The South African Committee for Adult Basic Education was launched as an umbrella structure for adult basic education organisations within the democratic movement and held a national conference.

▲ The Centre for Education Policy Development was formed to plan education and training.

1994 ▲ The ANC *Policy Framework for Education and Training* was circulated for discussion.

▲ In the run-up to South Africa's first democratic elections, voter education was the largest adult education campaign ever undertaken in the country.

▲ The South African Broadcasting Corporation began the literacy series *Literacy Alive* on national television.

▲ The South African Institute for Distance Education set up a radio project for non-formal adult education.

▲ A national conference was held on the role of the electronic media in adult education. A working group was formed and mandated to try to influence the South African Broadcasting Corporation in this regard.

▲ The *National Training Strategy* was published by the National Training Board. It proposed the integration of education and training and championed the notion of an education, training and development practitioner which 'seeks to capture an inclusive notion of the professional practitioner to dissolve the

traditional distinctions between education and training'.

▲ Nelson Mandela, the first democratically elected president of South Africa, took office on 12 May.

▲ The Centre for Education Policy Development circulated a plan for implementing a new adult basic education and training system, which includes governance and management structures at national and regional levels. It also published a report on further education and training affecting adults.

▲ A pilot Alternative Secondary Curriculum for Adults (ASECA) was launched by the South African Committee for Higher Education with 520 students.

▲ The Association of Tertiary Sector Adult Educators and Trainers was formed to change the marginal status of adult education and training in South Africa's tertiary institutions.

▲ The new government's *Reconstruction and Development White Paper* was published. It emphasised human resource development and aimed to integrate adult education with other developmental processes such as housing, health care and job creation. Adult basic education and training (ABET) was identified as a presidential project and a National Task Team for ABET was formed by the National Minister of Education.

▲ All of the provinces formed adult education and training task teams and held conferences. In several of these, forums were established to bring together all the relevant stakeholders.

▲ The *Draft White Paper on Education and Training* was published.

▲ The Association of Adult Educators and Trainers of South Africa was launched as a federation of the provincial organisations of adult educators and trainers.

▲ The National Investigation into Community Education published its report.

▲ The first Independent Examinations Board examinations for adults took place.

▲ An inter-ministerial task team comprising representatives from the Ministries

of Education and Labour, the unions and the private sector was set up to formulate a strategy for unifying education and training.

1995 ▲ The Peninsula Technikon, in collaboration with Use, Speak and Write English, offered the first three-year national diploma for adult basic education and training educators at a technikon.

▲ The University of South Africa established an Adult Basic Education and Training Institute for the training of practitioners.

▲ A Directorate for Adult and Continuing Education was formed within the Ministry of Education, with a sub-directorate on adult basic education and training.

▲ The national task team convened a National Consultative Conference with all of the provincial structures and representatives from national stakeholders, to launch a strategic plan for adult basic education and training.

1996 ▲ The Department of Education established a National Adult Basic Education and Training Stakeholders' Forum. The government announced Ithuteng, the first national South African literacy campaign.

▲ The National Training Board established a project to set standards for Education, Training and Development (ETD) practitioners.

1997 ▲ The South African Qualifications Authority (SAQA) was established in Pretoria. The work that SAQA has begun includes identifying the main outcomes of all learning programmes.

▲ Provincial education authorities began to transform some of the old night schools into community learning centres to provide more appropriate environments for adult learners.

▲ The Department of Education's Directorate of Adult Education and Training published the Draft Four Plan Implementation Plan for Adult Education and Training Provision and Accreditation.

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Tanzania

Philemon A. K. Mushi & Yosiah D. M. Bwatwa

Year of independence 1961

Population in 1994 29 700 000

Mainland Tanzania

1860 ▲ Christian missions established literacy classes to enable their converts to read religious literature. The missions also offered some classes in productive skills intended to enable the converts to engage in small-scale productive activities.

1880 ▲ The German colonial government introduced adult literacy classes to train individuals for government work in both the administrative and technical fields. A Swahili newspaper entitled *Kiongozi* ('The Leader') was launched to propagate government policies and to support literacy initiatives.

1893 ▲ The colonial government introduced agricultural programmes with a view to enabling people to improve agricultural activities.

1911 ▲ Vocational training centres were established by the colonial government to provide adults with work-oriented skills.

1919 ▲ The British government took over Tanganyika as a Trusteeship Territory under the League of Nations.

1920 ▲ The British government established a Department of Education but it had no clear policy on adult education.

1923 ▲ The Phelps-Stokes Commission was formed to study local conditions with a view to improving education.

1925 ▲ The Phelps-Stokes Commission submitted its recommendations to the colonial government, urging adaptation of the educational system to African realities.

1935 ▲ The British Colonial Advisory Committee on Education issued a memorandum on the education of African communities. The memorandum underlined the need to introduce adult education for community development.

1940 ▲ Adult literacy classes started by the German colonial government were continued by the British government in Tanganyika.

▲ Mary Ibrahim established an institute in which she taught illiterates 'the three R's'. In 1957 she went to study at the Regent Street Polytechnic in London, returning to Tanganyika in 1959.

1944 ▲ The colonial government issued another memorandum on mass education. The main emphasis was on adult literacy campaigns and matching educational projects with local conditions.

1948 ▲ The British Colonial Office issued a memorandum on 'Education for Citizenship in Africa', with a view to enabling Africans to

1. Until 1964, mainland Tanzania was called Tanganyika. It was governed by the German colonial administration before World War I and after the war by the British colonial administration. In 1961, it became independent and in 1964 united with Zanzibar to form the United Republic of Tanzania. Two separate chronologies are given here because mainland Tanzania and Zanzibar have two separate systems of education, although both are guided by the philosophy of socialism and self-reliance.

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learn democratic ideals in preparation for independence.

▲ School children, policemen, house servants and others started using a library opened in the District Commissioner's house.

▲ The League of Women was given a loan of £100 for the 1948 financial year, for programmes for adult women. Classes offered included English, Swahili and health programmes.

1949 ▲ The colonial government established a Social Welfare Department to demobilise war veterans and contain growing political pressure for independence. Several centres were created to engage veterans in leisure and educational activities. A Swahili primer for adult literacy was developed, using Frank Laubach's picture models.

1950 ▲ The Department of Social Welfare was replaced by the Department of Social Development to step up efforts aimed at improving living conditions. Programmes such as literacy, community and women's education were introduced.

1954 ▲ Kinondoni Adult School organised the first written literacy test for adult learners; 36 people passed within the 'A' category.

▲ The Tanganyika African National Union (TANU) was formed with a manifesto encouraging and supporting education for adults.

1961 Tanganyika gained independence.

▲ About 85 per cent of the adult population was found to be illiterate.

▲ Farmers' training centres were established to provide farmers with modern agricultural skills.

▲ Kivukoni College began to offer residential courses to community leaders.

▲ Responsibility for adult education activities was transferred to the Ministry of Community Development and National Culture.

1962 ▲ The Ministry of Community Development and National Culture undertook to raise the level of literacy; nurture the development of new concepts and the teaching of new skills; foster the social and economic develop-

ment of the country; and provide opportunities for further education.

1964 Tanganyika, Zanzibar and Pemba united to form Tanzania.

▲ The First Five-Year Plan was launched, stressing the need to educate adults since their impact on development would be immediate. Three adult education institutions were established: the Moshi Co-operative Education Centre, to provide correspondence education to the rural population; District Training Centres, to train community development workers; and the Institute of Adult Education, to formulate and execute programmes for the training of practising adult educators.

▲ The Adult Education Association of East and Central Africa was established at a meeting held at Kivukoni College, Dar es Salaam, with representatives from Kenya (Roy Prosser), Uganda (Gerald Moore), Tanzania, Zambia (Hans Noak), and Southern Rhodesia (Edwin Townsend-Coles). It was agreed that there should be an annual conference to which professionals (including NGOs) would be invited. A newsletter should be published regularly, and the Institute of Adult Education in Salisbury undertook this task. Later, the association grew into the African Association for Adult Education.

1965 ▲ Adult education responsibilities were transferred from the Ministry of Community Development and National Culture to the Ministry of Regional Administration and Rural Development. There were 7 257 literacy classes with a total enrolment of 541 562 adults of whom 206 214 were men and 335 348 women.

▲ The National Institute of Productivity was established to promote training in institutional management.

1967 ▲ The leadership of TANU launched the policy of socialism and self-reliance, in which adult education was envisaged as a major implementation mechanism.

1968 ▲ The UNESCO Experimental World Literacy Project was launched in Tanzanian Lake Zone.

1969 ▲ Responsibility for literacy and adult education activities was transferred to the Ministry of National Education. A new section was created within the ministry to spearhead adult education activities.

▲ The Second Five-Year Development Plan was released, emphasising adult education and rural development.

▲ Rural Training Centres were established to train farmers and local leaders for socialist communities.

▲ The first rural libraries were established in the Lake Zone.

▲ A mass education campaign was launched under the slogan 'To Plan is to Choose' (*Kupanga ni Kuchagua*).

▲ Tanzania won the UNESCO medal for its good performance in reducing illiteracy.

1970 ▲ The TANU leadership declared Adult Education Year and clearly articulated the aims of adult education in Tanzania.

▲ The National Correspondence Institute was established with a crash programme intended to train adult education co-ordinators.

▲ A mass education campaign with the slogan 'The Choice is Yours' was launched to prepare people for the forthcoming general elections.

1971 ▲ The TANU leadership emphasised the importance of life-long learning and associated learning with working and living. It announced the goal of eradicating illiteracy in six districts (Ukerewe, Mafia, Kilimanjaro, Pare, Masasi and Dar es Salaam) by the end of 1971 and in the rest of the country by 1975, through a functional literacy approach.

▲ In teachers' colleges, adult education methodology was made a compulsory subject for all teachers training in primary school methods.

▲ A mass education campaign entitled 'Time to Rejoice' (*Wakati wa Furaha*) was launched to commemorate the tenth anniversary of the country's independence.

1972 ▲ The Ministry of National Education issued guidelines for eradicating illiteracy.

▲ An international workshop was held in Dar es Salaam to explore the relationship between adult education and development.

1973 ▲ The government issued a directive elaborating on educational policy for workers and calling for the establishment of adult education classes in the workplace.

▲ The 'Man is Health' campaign was launched to make people conscious of diseases such as malaria, dysentery, hookworm, bilharzia and tuberculosis. Educational programmes using films were introduced for the first time.

1974 ▲ The Division of Workers' Education was established to promote adult education activities in the workplace.

▲ The University of Dar es Salaam introduced its first courses in adult education: adult education methods and planning, and administration of adult education programmes.

▲ Radio education programmes were introduced for the first time.

▲ The Ministry of Education, in collaboration with the Institute of Adult Education and the German Foundation for Development, organised an international conference on adult education.

1975 ▲ The 'Food is Life' mass education campaign was launched to inform people about diseases caused by malnutrition and how to diversify food production.

▲ The first post-independence national literacy test was administered and indicated that 61 per cent of Tanzanian adults were literate.

1976 ▲ The Mwanza National Literacy Centre and Folk Development Colleges were established.

▲ The first world assembly of the International Council of Adult Education (ICAE) met in Dar es Salaam to deliberate on 'Adult Education and Development'. Julius K. Nyerere, the President of Tanzania, became the first president of the ICAE.

1977 ▲ The second national literacy test was administered and indicated that the illiteracy rate had dropped from 39 per cent in 1975 to 27 per cent in 1977.

1978 ▲ Post-literacy classes were officially established, and refresher courses for functional and post-literacy training teams were launched.

1979 ▲ Two rural newspapers, *Tujielimishe* (Let Us Educate Ourselves) and *Jiendeleze* (Advance Yourself), were introduced.

1980 ▲ Three rural newspapers, *Jifunze* (Let's learn), *Nuru Yetu* (Our Light) and *Elimu Yetu* (Our Education), were launched.

1981 ▲ The third national literacy test was administered and indicated a further decrease in the illiteracy rate from 27 per cent in 1977 to 21 per cent in 1981.

1983 ▲ The fourth literacy test was conducted, fixing the illiteracy rate at 15 per cent.

▲ The Ministry of Education conducted a study to evaluate the impact of functional literacy on people's lives.

1984 ▲ Tanzania agreed to host the Commonwealth-sponsored South African Extension Unit, which offered adult education programmes to South African refugees.

1986 ▲ The fifth literacy test indicated a drop in illiteracy from 15 per cent in 1983 to 9,6 per cent in 1986.

1989 ▲ The first council meeting and workshop of the Commonwealth Association for the Education and Training of Adults was held at Arusha, with the theme 'Adult Education and Health'.

▲ Regional literacy tests were conducted for the first time. The results were withheld on the basis that the figures were unreliable.

1990 ▲ Tanzania celebrated 20 years of adult education.

▲ UNESCO sponsored a regional seminar, held in Arusha, on 'Distance Education in Africa'. Several international agencies pledged to extend financial aid and material support to regionally based distance education initiatives.

1991 ▲ The Ministry of Education and Culture, in collaboration with the Swedish International Development Co-operation Agency (SIDA) conducted a post-literacy study in the Arusha, Mtwara, Mwanza and Dodoma regions.

▲ A 'National Summit for Children' was held in Dar es Salaam and adopted two

major educational goals: to achieve universal access to basic education, and an adult literacy level of 95 per cent by the year 2000.

1992 ▲ Tanzania became a multi-party state.

▲ Regional literacy tests were administered for the second time, revealing that the national literacy rate had declined from 90,4 per cent to 84 per cent.

1993 ▲ The Open University of Tanzania was established to prepare students for various degrees through correspondence study.

▲ A team of two Tanzanian literacy specialists visited Canada to familiarise themselves with Canadian community-based literacy activities. The visit was made as part of a four-year literacy project funded by the Canadian International Development Agency and intended to assist the Tanzanian government to sustain literacy activities.

1994 ▲ A team of two Tanzanian adult educators visited Canada and the Philippines to familiarise themselves with the development and organisation of community-based education programmes.

1995 ▲ A community-based literacy project was launched in Kishinda Village in Mwanza and Sembeti Village in Kilimanjaro, with a view to developing an appropriate community-based literacy model to guide literacy development initiatives towards the twenty-first century.

1996 ▲ Regenerated Freirean Literacy through Empowering Community Techniques (REFLECT) was adopted in Tanzania in response to the failures of previous traditional literacy approaches in eradicating illiteracy.

1997 ▲ The government officially adopted the Integrated Community-Based Adult Education (ICBAE) Model as the country's approach to the eradication of illiteracy. The model was included in the Basic Education Master Plan. The plan is to expand the community-based adult education programme (in four regions each year) with effect from 1997/98 to 2001/2. The illiteracy rate was estimated to be around 25 per cent.

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Zanzibar

Year of revolution: 1964

Population in 1994 744 245

1850 ▲ The Sultanate government established Koranic Schools with the stated purpose of teaching people how to read the Koran and other Islamic scripts.

1870 ▲ Christian missionaries visited Zanzibar and introduced agricultural and literacy activities. Since the Islamic influence dominated most parts of the island, the Christian missionaries had to limit their educational activities to a few children and adults of mainland origin.

1890 ▲ The British colonial government took over Zanzibar from the Arabs and introduced several adult education activities, such as literacy, agriculture, crafts, commerce, and English, as a means of improving socio-economic development.

1930 ▲ The British colonial government launched a newspaper entitled 'The Farmer' (*Mkulima*) which was intended to circulate information about improved farming methods.

1937 ▲ Dr Frank Laubach visited Zanzibar to adapt his method of teaching Swahili to African illiterates, and to awaken their enthusiasm for and participation in literacy activities. His efforts were barely successful as most people preferred Arabic as a medium of instruction to Swahili, which they associated with secular knowledge.

1940 ▲ The British colonial government introduced the *Daily News Bulletin* in Swahili to inform people about the progress of World War II and to propagate its policies. About 250 copies were distributed daily.

1946 ▲ A Social Welfare Department was created along with several centres to engage war veterans in leisure, literacy and productive

activities, with a view to containing growing political pressure for liberation.

1950 ▲ Liberation movements introduced literacy activities in various centres to prepare people for liberation. Such initiatives were supported by an African newspaper, *The Voice of Afro-Shirazi*. In addition, various voluntary agencies offered adult literacy programmes and classes in English, arithmetic, commercial book-keeping and dressmaking.

1963 ▲ The Sultan's Zanzibar National Party (ZNP) in alliance with Zanzibar and Pemba People's Party (ZPPP), supported by the colonial government, came into power.

1964 **Zanzibar united with Tanzania.**

▲ The Afro-Shirazi Party (ASP), which had the support of the majority of Africans under the leadership of the late Abeid Aman Karume, overthrew the ZNP/ZPPP government.

▲ About 60 per cent of the adult population was estimated to be literate. The Afro-Shirazi Youth League was assigned the responsibility of organising adult education activities.

1967 ▲ Literacy classes were established in several places, including Party branches, primary and secondary schools.

1970 ▲ The new government experienced a sharp decline in attendance at literacy programmes. Irrelevant literacy materials were thought to be responsible.

1977 ▲ ASP united with the Tanganyika African National Union (TANU) to form Chama cha Mapinduzi (CCM).

▲ The revolutionary leadership emphasised the need to integrate literacy with the socio-economic pursuits of the people. A section was created within the Ministry of Education to co-ordinate all adult education activities.

1978 ▲ The Department of Adult Education was created and functional literacy was given top priority in the Three-Year National

Development Plan. A literacy census was conducted and 93 134 adults, about 39 per cent of the total adult population, were found to be illiterate.

1979 ▲ A national literacy test conducted at the end of 1978, indicated that only 2 099 adults, representing about two per cent of those enrolled in literacy programmes, had become literate.

1982 ▲ *Jipatie Maarifa*, a rural newspaper whose title means 'Acquire Knowledge', was launched to support literacy activities.

1985 ▲ The Chama Cha Mapinduzi Party leadership declared its aim of eradicating illiteracy in Zanzibar by June 1987. A literacy census conducted in 1986 indicated that 126 022 out of 326 291 adults in Zanzibar were illiterate.

1987 ▲ Only 980 of the adults who participated in literacy classes passed a literacy test conducted in July 1987, representing about eight per cent of those enrolled.

1988 ▲ The Department of Adult Education conducted a survey to find out why adults, and particularly women, were lapsing into illiteracy. Irrelevant content was cited as the major factor.

1993 ▲ An Adult Education Survey was conducted in Zanzibar to determine the needs and interests of adult learners. The findings were expected to assist the revolutionary government in developing relevant adult education programmes. About 55 per cent of women and 68 per cent of men were estimated to be literate.

Acknowledgements

We wish to express our gratitude to the Departments of Archives and Adult Education in Zanzibar for their invaluable assistance in compiling this chronology.

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Zambia¹

Elizabeth Mumba

Year of independence 1964

Population in 1993 8 940 000

pre-1883 ▲ Before the arrival of Christian missionaries in 1883, indigenous adult education included initiation ceremonies, apprenticeship training and other forms of skills training by the elders in society.

1883 ▲ The first village school was established in north-eastern Rhodesia by the London Missionary Society for newly converted adults. Village schools were the first modern institutions of adult education. They were known as catechetical centres and taught religious instruction, literacy (reading, writing and arithmetic), crafts, agriculture, personal hygiene and environmental sanitation.

1885 ▲ François Coillard and the Paris Evangelical Society established other village schools in Barotseland (now called Western Province).

1895 ▲ The White Fathers, the largest missionary society, opened mission stations in Northern and Eastern provinces.

▲ The United Free Church of Scotland established mission stations in the Luapula and Northern provinces.

1898 ▲ The Dutch Reformed Church Mission in the Cape Province of South Africa formed a Minister's Society for Evangelising Work in Central Africa, and opened many stations in Nyasaland and the Eastern Province of Northern Rhodesia.

1905 ▲ Joseph Moreau and the Jesuit Fathers established mission stations, as did the South African Baptist Missionary Society (in the Copperbelt region) and the Seventh Day Adventists.

1907 ▲ The Barotse National School was established as the first government school. It was an adult education centre in the Western Province which provided residential adult education courses for men, mainly in agriculture, environmental sanitation, crafts and hygiene.

1913 ▲ The Wesleyan Methodists opened mission stations in Central Province.

1914 ▲ The first General Missionary Conference was held between Christian missionaries and the British South African Company (BSA) which governed Northern Rhodesia. The missionaries asked the company to shoulder its fair financial responsibilities for African education but the request fell on deaf ears.

1915 ▲ BSA instituted control over religious schools on the grounds that they were spreading too fast.

1918 ▲ BSA issued the Native Schools Proclamation, which regulated the opening and closing of schools in Northern Rhodesia.

1919 ▲ The second General Missionary Conference took place in reaction to the 1918 Native Schools Proclamation and subsequent amendments. The conference recommended that BSA should assist missions financially.

1922 ▲ The third General Missionary Conference resolved that the colonial government should give grants to missions to run schools. It was also resolved that missionaries should continue to run primary schools, but needed to

1. Formerly Northern Rhodesia

co-ordinate their efforts and respect each other's territory.

1924 ▲ The Phelps-Stokes Commission arrived in Northern Rhodesia and urged the administration to encourage: the teaching of hygiene and health; agricultural development; industrial skills; the education of girls; religious education; physical recreation; and the establishment of community schools.

▲ BSA rule ended in Northern Rhodesia and was replaced by a British colonial government.

▲ The fourth General Missionary Conference resolved that primary and secondary education should be introduced in mission schools with state support, and that higher education should be undertaken in government schools with mission financial support.

1925 ▲ The Colonial Office Advisory Committee on Native Education issued a memorandum entitled 'Educational Policy in British Tropical Africa', which encouraged the provision of adult education in British colonies.

1928 ▲ Jeanes Schools were introduced by Dr Jesse Jones of the USA, which emphasized the training of visiting teachers who would work in villages to raise the standards of village schools. The first Jeanes community development centre was established in Mazabuka.

1935 ▲ The British Colonial Office Advisory Committee issued a memorandum focusing on education for all, adults and children, in British colonial Africa.

1945 ▲ Mass adult literacy programmes were initiated for miners on the Copperbelt by the Mindolo Ecumenical Centre, which utilised funds from various churches in Africa. The programmes used mass literacy approaches whereby many men and women were taught to read and write. The programme also created awareness among miners that they were being treated as second-class citizens on the mines, which in turn awakened a sense of nationalism.

1945-50 ▲ Area Development Training Centres for community work were created throughout the country by the colonial government, to

train men and women in community development, literacy and hygiene.

1954 ▲ Adult education was formally recognised as a separate sphere of education by the British Department of African Education in London.

▲ The first evening classes were organised by the colonial Ministry of Education for Standard VI and Form II. The mining companies also opened evening classes in the mining towns for Standard VI and Form II.

1960 ▲ Mining companies established adult education centres on the Copperbelt.

1963 ▲ A UNESCO team visited Northern Rhodesia and recommended that adult literacy programmes be established in the country.

1964 **Zambia gained independence.**

▲ There was a general expansion of primary and secondary education.

▲ Evening class programmes were expanded to provide learning opportunities for the human resource requirements of the country.

▲ The Adult Education Association of East and Central Africa was established at a meeting held at Kivukoni College, Dar es Salaam, by representatives from Kenya, Uganda, Tanzania, Zambia and Southern Rhodesia (now Zimbabwe). Edwin Townsend-Coles, Lalage Bown and Edward Ulzen were among those who attended.

1966 ▲ The government established basic literacy programmes in all rural areas. The programme was later phased out and replaced by functional literacy programmes in 1970.

▲ A Department of Extra-Mural Studies and a Department of Correspondence Studies were established at the University of Zambia.

1968 ▲ The African Adult Education Association was founded at a meeting in Kampala, Uganda. The significance of this event was in the founders' appreciation of the importance of adult education as a tool for the development of post-colonial Africa.

▲ The African Literacy Society was established, mainly to promote literacy and adult education activities in Francophone Africa. Later, Anglophone African countries joined the organisation.

▲ The Zambia Adult Education Association was formed, with representation from NGOs, government ministries, the University of Zambia, churches and mining companies.

1970 ▲ Functional literacy programmes were started in the country, funded by the government and run by Nordic students with the assistance of one UNESCO expert.

1972 ▲ Zambian representatives attended a workshop on 'Adult Education and Development' held in Dar es Salaam, Tanzania.

▲ A post-secondary certificate in adult education was started at the University of Zambia under the auspices of the Department of Extra-Mural Studies.

1973 ▲ Zambian representatives attended a UNESCO workshop on 'Adult Education and Skilled Manpower', incorporating 'Women's Education for Skill Development', in Addis Ababa, Ethiopia.

▲ The Adult Education Advisory Board was established by the government.

1974 ▲ The President's Citizenship College was established to offer training and political education to workers.

1975 ▲ The Centre for Continuing Education was established at the University of Zambia, combining activities of the Extra-Mural Department, the Correspondence Department and the Institute of Education.

1976 ▲ Educational reforms were instituted based on a view of education as a lifelong process.

1978 ▲ A workshop was held in Nairobi on 'Implementation of the 1976 UNESCO Recommendations on the Development of Adult Education'. The workshop reviewed the UNESCO recommendations and formulated strategies for their implementation in Africa, including Zambia.

1979 ▲ Zambian representatives attended a workshop on environmental education for adult professionals, held in Nairobi, Kenya.

1981 ▲ A Zambian delegation attended a consultative workshop on 'Women, Education and Development', held in Accra, Ghana.

1983 ▲ An UNESCO-funded survey of adult education agencies in Zambia was conducted by Arthur Msimuko and Tracy Harrington.

▲ Representatives from Zambia attended a workshop on 'Women Training in Management', held in Bujumbura, Burundi.

1984 ▲ The Afrolit Society and the African Adult Education Association were merged into the African Association for Literacy and Adult Education, marking the beginning of a unified African literacy and adult education movement embracing all linguistic sub-regions (Anglophone, Francophone, Arabophone and Portuguese-speaking Africa).

1989 ▲ Zambia hosted a conference on 'The Future of Adult Education in Southern Africa', which focused on South Africa and Namibia.

1990 ▲ The United Nations International Literacy Year was celebrated in Zambia.

▲ The Ministry of Community Development, with assistance from UNICEF, undertook a survey of adult literacy programmes in Zambia, to assess the state of literacy activities and to make recommendations for the future.

▲ A National Literacy Campaign was launched in line with the Fourth National Development Plan.

▲ Literacy materials were reviewed and revised by the Ministry of Community Development and the Curriculum Development Centre of the Ministry of Education.

▲ A Zambian delegation attended an international conference on 'Education For All' in Thailand.

1991 ▲ Training workshops for literacy instructors were conducted in all provinces, in preparation for a national literacy campaign.

▲ A National Conference on Education For All was organised by the Ministries of

Education and Community Development, with assistance from UNICEF and the World Bank. It was attended by educationists, labour leaders, church representatives, politicians and donor agency representatives, who agreed on the following broad imperatives:

- 1) Re-asserting the political commitment to basic education as a human right;
- 2) Narrowing the gap between formal and non-formal education;
- 3) Non-formal education should be integrated into development projects and, as far as possible, into local activities;
- 4) Creating partnerships for basic education development.

As an outcome of the adult literacy review conducted in 1990 and the National Conference on Education For All, a team was appointed by the Ministries of Education and Community Development to review existing educational provision, and set new policy priorities and strategies for delivering education in the 1990s. The team's subsequent report was entitled *Focus on Learning: Strategies for the Development of School Education in Zambia*.

1992 ▲ The Ministry of Community Development, with assistance from UNICEF, initiated a study conducted by Godwin Muyoba to determine learning opportunities for women and girls in Zambia. The study recommended that skills training for girls should move away from the traditional and incorporate skills formerly reserved for boys.

1994 ▲ The Ministry of Community Development initiated a study on 'Non-Formal Basic

Education for Out-of-School Children', with the intention of drawing on two earlier studies - the adult literacy review of 1990 and the learning opportunities for girls - to design a curriculum.

1995 ▲ Community Development Training Centres were transformed into Skills Training Centres for out-of-school children. One of the aims was to test the curriculum designed in 1994 by Elizabeth Mumba and Godwin Muyoba.

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Zimbabwe

Clara Sipwe Nondo & Evison James Muti

Year of independence 1980

Population in 1995 11 500 000

1898 ▲ The Hope Fountain Mission in Matebeleland opened the first training school for adults, with the aim of producing elementary school and industrial teachers.

1899 ▲ The first Southern Rhodesia Education Ordinance made provision for the payment of ten shillings per African pupil per annum, provided that the pupil attended school on at least 200 occasions, was taught habits of discipline and cleanliness, and was taught to speak and understand English. Many of these early pupils were adults.

1904 ▲ The colonial government made its first attempt to adopt and implement policy on the establishment of industrial schools under government supervision in all native reserves. At the same time, it became compulsory for all native schools to emphasise industrial skills, in line with the Education Ordinance of 1899. Desired skills included farming, brick-making, building, carpentry, iron work and domestic work.

1910-11 ▲ The report of the Native Affairs Committee of Inquiry recommended an increase in state aid for missions where there was a judicious combination of religious, literacy and industrial training.

1918 ▲ Implementation of the Keigwin Report resulted in a new concept of native education which entailed formal training of Africans in productive industrial villages within their own environment.

1920 ▲ The Domboshawa Government Training Centre was founded in Mashonaland for the training of educational extension workers in agriculture, carpentry and basic health.

1921 ▲ The Tjolutjo Government Training Centre was founded in Matebeleland and based on the same 'productive industrial village' principle.

1924 ▲ The first graduates from Domboshawa and Tjolutjo Government Training Centres were deployed in rural areas, mainly as agricultural demonstrators, and on European farms as supervisors of the African labour force.

▲ The Phelps-Stokes Education Commission visited Southern Rhodesia and recommended the establishment of Jeanes Schools and the training of teachers.

▲ This period saw the beginnings of elitist African adult education movements in the region, involving churches and labour unions. Between 1920 and 1924, the Ndebele Monarchy Restoration Movement, the Rhodesia Native Association and the Bantu Voters' Association were founded, mainly in an attempt to counteract the political activities of white settlers lobbying for responsible government status and an independent Legislative Assembly.

1925 ▲ The Zimbabwe Farmers' Union was founded to protect African farmers against the effects of racist colonial laws and to popularise better farming methods.

1. Zimbabwe was known as Southern Rhodesia from 1880 until 1952, when it became part of the Federation of Rhodesia and Nyasaland. It became Rhodesia in 1964 and Zimbabwe Rhodesia in 1978. Since independence in 1980, it has been Zimbabwe.

1927 ▲ Signs of growing popular resistance to the status quo included the Shamva mine strike of 1927, and the establishment of the Industrial and Commercial Workers' Union led by Masocha Ndhlovu and Charles Mzingeli.

1929 ▲ Male Jeanes teachers were trained at Domboshawa and women teachers, known as 'home demonstrators', were trained at Hope Fountain Mission. The men were then posted to various schools to work under the direction of missionary superintendents, while the women ran sewing classes for women in their communities and encouraged vegetable growing, cleanliness and tidiness.

1939-45 ▲ The outbreak of World War II saw the recruitment and training of Africans for the Rhodesia African Rifles regiment. This experience resulted in new social and political perspectives for both African soldiers and the colonial administration. The first real African-led political parties and trade unions emerged soon after the end of the war.

1947 ▲ Women's Institutes were founded by some liberal European women to train African women at the grassroots level in agriculture, health, crafts and housekeeping. Since independence, the organisations have called themselves *Jekesa Pfungwa* (Shona) and *Vulingondo* (Ndebele), meaning 'opening up the mind'.

1948 ▲ African workers in urban areas went on a general strike in protest against hunger in rural communities and exploitation. These strikes are usually referred to as mine and railway workers' strikes.

1950 ▲ The Association of Women's Clubs was established by Helen Vera Mangwende, a Zimbabwean whose main objective was to train women to become good homemakers.

1951 ▲ The Kerr Commission Report recommended that continuing support be given to the efforts of missionaries because of their contribution to adult basic education and African education in general.

1954 ▲ The City Youth League was founded by James Chikerema and George Nyandoro to

pursue an African nationalist agenda. The league became involved in mass social awareness, citizenship rights and other social issues.

1956 ▲ Multiracial adult education classes were set up by Guy and Molly Clutton-Brock at St Faith's Mission in Rusape, Manicaland Province. Sympathetic to the African nationalist cause, they brought together local white farmers and prominent blacks for weekend courses on the legal system, agriculture, civics, racial integration and other social issues.

1957 ▲ The Southern Rhodesia African National Congress was formed, with Joshua Nkomo as its first president.

1958 ▲ An Adult Education Conference was held in Salisbury, now Harare, and led to the formation of an adult education structure.

1960 ▲ The Citizen's Advice Bureau was established to provide the general public with information on such issues as legal aid, citizenship and resolving social problems.

▲ The government established the Rhodesia Literacy and Literature Bureau which undertook literacy work with groups and individuals.

1961 ▲ The Institute of Adult Education was established at the University College of Rhodesia and Nyasaland, with Edwin Townsend-Coles as its first director. The university was at that time affiliated with the University of London.

▲ The Mangwende Reserve Commission of Inquiry was appointed to investigate the history of the Mangwende chieftainship, in the context of deteriorating relations between Chief Munhuwepayi and the colonial Native Administration.

1962 ▲ The Luvuvu Technical College was established in Bulawayo, largely as a result of the increasing need for middle-level African artisans to participate in the rapidly growing modern economy.

▲ The Adult Literacy Organisation of Rhodesia was formed. Its main objectives were the attainment of universal adult literacy; social, cultural, economic, political and intellectual development of literacy learners; and

the training of adult literacy tutors. Initially, the organisation was spearheaded by a group of liberal whites who called themselves the Build A Nation Courtesy Campaign. In 1970 they registered as a welfare organisation.

▲ Voluntary Organisations in Community Service was formed as an umbrella body of non-governmental organisations in Southern Rhodesia. The main aim was to provide basic literacy and education to marginalised groups.

▲ The Judges Report of Southern Rhodesia, *The Education Commission*, recognised the contribution made by non-governmental bodies in the field of adult education. The formation of an independent National Consultative Council for adult education was suggested.

▲ The 1959 Hunter Report recommendation that a Residential Multiracial College of Citizenship be established in Salisbury resulted in the founding of Ranche House College by the Capricorn Africa Society. This was largely made up of liberal whites who wanted to set up machinery for development to assist blacks. The College focused on issues such as citizenship and human rights, and offered skills courses that facilitated formal and informal employment.

1963 ▲ The Rapid Results College was established to provide cost-effective opportunities, mainly for black people, to study privately by correspondence for recognised academic and professional qualifications.

1964 ▲ A Southern Rhodesia Conference on adult and Christian literacy recommended the establishment of an independent body, representative of statutory and non-governmental organisations.

▲ A national conference on adult education and external studies was held in Salisbury to promote discussion on the development of adult education in Rhodesia.

▲ The Zimbabwe Council of Churches was established to develop human resources within churches and church-related organisations.

▲ The Institute of Adult Education took responsibility for the supervision of two students studying adult education through the University of London.

1965 ▲ The University of Rhodesia and Nyasaland established a certificate in adult education for adult educators.

▲ The Southern Rhodesia Council of Social Service, also known as Voluntary Organisations in Community Service, organised a conference for women's organisations and groups working in the homecraft field.

▲ The Institute of Adult Education organised a seminar to debate the question of Rhodesian independence prior to the Unilateral Declaration of Independence by the Ian Smith government. The government prohibited the institute from publishing the papers delivered at the seminar.

1966 ▲ The Judges Commission and Report on Education recommended that the budget for African education be tied to the state of the national economy, and that mission schools and private institutions should pay five per cent of the cost of teachers' salaries. Such discriminatory policy intensified black opposition to the government and adult education became a means to conscientise the black masses on their political rights.

1968 ▲ The Rhodesian National Council for Adult Education was established by interested adult education practitioners.

▲ An Educational Technology Unit with a closed-circuit television facility was established to enhance the training of adults within the Institute of Adult Education at the University of Rhodesia.

1971 ▲ The National Arts Council was established to nurture, develop and promote the arts in Zimbabwe. Initially this was a preserve for Europeans.

1972 ▲ The Pearce Commission, set up by the British government to gauge the will of the Rhodesian people, triggered a wave of popular education and political conscientisation as activists worked to encourage a pro-democracy vote in the referendum on the future of Rhodesia.

▲ The Catholic Commission For Justice and Peace in Zimbabwe was founded to promote the protection of human rights, education on human rights and related issues.

▲ The International Correspondence School was established, catering mainly for Africans who were denied access to formal institutions of learning.

▲ An Institute of Adult Education Practitioners was established, with membership restricted to those with a recognised qualification in adult education. The principal objectives of the institute were to maintain a central directory of people and organisations interested in adult education; to stimulate interest in adult education; to maintain facilities for the collection and use of relevant adult education material; to bring together adult educators through conferences and meetings; and to promote research.

1974 ▲ Diploma programmes in nursing and adult health education were established at the University of Rhodesia. A bachelor's degree in adult education was offered for the first time.

▲ A Directory of Adult Education Agencies in Rhodesia was compiled by the National Council for Adult Education.

1976 ▲ A primary and secondary school for children between the ages of six and 20 was established at Doeroi Base 5 in Mozambique by the Zimbabwe African National Union, popularly known as ZANU (PF), part of the armed resistance to the Smith regime. Most adults at Base 5 were engaged in both academic studies and agricultural activities so as to provide enough food for thousands of school children.

1977 ▲ Statutory agencies published a report entitled *The Dimensions and Promotion of Adult Education*.

▲ The concept of education with production was introduced to children and adults at Doeroi Base 5 revolutionary school. Adults built dormitories, classrooms, offices and furniture after receiving lessons in building and carpentry. They also produced sleeping mats, beds, baskets and hats, all of which were immediately used at the school.

1978 ▲ A master of education degree was established within the Department of Adult Education at the University of Rhodesia.

▲ The concept of self-reliance, coupled with the earlier concept of education

with production, was emphasised for children and adults at Doeroi Base 5. Books, teaching aids and production equipment started to arrive from donor agencies contacted by the ZANU (PF) leadership.

1979 ▲ The National Education Association was launched by a group of adult educational practitioners. The objectives of the association were to act as a national forum for education; to promote conferences and seminars; to disseminate educational information; to encourage national and regional research projects; and to be strictly non-sectarian.

1980 Zimbabwe gained independence.

▲ The Zimbabwe Women's Bureau was established to unite existing women's organisations and to develop income-generating skills for women, mainly in rural areas, through education and training.

▲ The Zimbabwe Distance Education College was established by S. D. Ndlovu. It was the first registered private correspondence education institution owned and managed by Africans in Zimbabwe.

▲ It was estimated that about 2.5-million people in Zimbabwe were illiterate, most of them women.

1981 ▲ An Adult and Non-Formal Education Section was established within the Ministry of Education and Culture.

▲ The Zimbabwe Foundation for Education with Production was established. Socialist in orientation and based on the principle of education with production, its aims were to create jobs for school leavers, ex-combatants and ex-refugees; vocational training; and entrepreneurship development.

▲ The Zimbabwe Congress of Trade Unions was established and began to conduct various programmes for its members, including worker education, human rights and safety programmes.

▲ UNICEF, in conjunction with the government, began community health education programmes. From 1985, additions to such programmes covered issues including water supply, nutrition, project support, sanitation, community and women's education, literacy

and curriculum development, teacher training, and other programmes in adult education.

1982 ▲ Act 15 (Legal Age of Majority) was passed, according for the first time to African women in Zimbabwe the right to be treated as adults before the law. Many organisations emerged to educate women on their rights and on how the new law impacted on traditional sexism.

▲ The Government's Savings Development Movement published a report entitled *The Promotion of Self-reliant Communities: Living and Learning Literacy Programme*.

▲ Heads of various religious denominations jointly issued a report on a number of small-scale educational projects for self-reliance among adults.

1983 ▲ The Zimbabwe National Council for Adult and Non-Formal Education was established.

▲ The Rujasekheran Report of the Non-Governmental Organisation was presented at an international annual meeting in Harare.

▲ Ex-combatants of both ZANLA and ZIPRA (military wings of the ZANU and ZAPU parties) established the Organisation of Collective Co-operatives of Zimbabwe. They pooled their demobilisation pay and other resources and started buying farms with a view to running collective farming enterprises. The philosophy was based on the promotion of socialism through co-operative education.

▲ A national literacy campaign was launched by prime minister Robert Mugabe.

1985 ▲ The Women in Development programme was established by the United Nations to address issues of gender and development through sustained education and conscientisation.

1988 ▲ The Ministry of Education and Culture was given full responsibility for managing a national literacy campaign.

▲ The Ministry of Education and Culture created the Division of Adult and Non-Formal Education.

1989 ▲ The Ministry of Education and Culture produced a new strategy document aimed at revamping the adult literacy campaign.

1993 ▲ The Department of Adult Education at the University of Zimbabwe held a workshop on 'Education for All'. The aim was to compile a document stating the tasks that needed to be done.

▲ Drought and economic recession resulted in government adoption of an Economic Structural Adjustment Programme. Worker retrenchments and lay-offs followed, leading to increased retraining in the informal sector through a multi-sectoral approach involving various agencies.

▲ A distance education degree programme was launched at the University of Zimbabwe.

1994 ▲ The government encouraged people to participate in community-based education programmes. The Ministry of Education and Culture provided the necessary professional expertise and assistance in such areas as learning materials production, training, supervision and quality control. The goal was to reduce illiteracy by 1-million people per year for the next five years.

▲ The first typology/classification system of adult education organisations in Harare was developed by Evison James Muti as part of his masters degree programme at the University of Toronto, Canada.

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Observations

James A. Draper

Before independence

In selecting the time span to be covered by the country chronologies, I decided that educational activities in both the pre- and post-colonial eras should be included. Although there is bitter truth in the view that 'we cannot talk of any significant educational event for the dark ages of colonial domination', it is also true that much education took place under colonial rule, albeit often in the interests of the colonial powers.

At the same time, it is clear that a great deal of learning and education was initiated and directed by those who were under colonial domination, to serve the needs of a growing imperative towards self-determination. There is also the fact that people tend to avail themselves of what is to hand, including educational opportunities afforded by colonial governments to advance their own needs and aspirations.

An analysis of the pre-independence activities reported in the chronologies shows a great deal of educational activity for Africans, even though this was frequently limited to a select few. Some key examples are outlined below. The reader will have noted many others.

Private and eventually public libraries became an increasingly important source for learning, initially for select groups such as lawyers, agriculturalists and teachers. In one instance, a colonial officer's personal library was opened to local police, servants and others wanting to learn.

Another major avenue to higher education, again confined to a small elite, was the system of formal colonial examinations, such as those offered by London and Cambridge universities. Many of those who became leaders in African nationalist movements had availed themselves of the colonial examination system. Later, private institutions were established to assist more

people to prepare for these exams, sometimes using correspondence and distance education methods, as well as radio. Evening and summer schools were set up for this purpose and some scholarships were made available.

Over time, an increasing number of education programmes for Africans were offered by the colonial powers. These included health, agriculture, community development, and administrative programmes aimed at equipping clerks and others required by the colonial administration. As early as 1935, in Botswana, a Department of Agriculture was established to teach farmers new methods. Later, a Department of Community Development was set up which involved village development committees in the initiation of village projects. As early as 1898, in Southern Rhodesia, schools were set up to train elementary and industrial teachers, and the various categories of workers and labourers required by the administration.

A fourth important source of education was the variety of newspapers in local languages which came into being. Although some were used to propagate colonial government policies, the number of independent newspapers increased and generally aimed at raising the awareness of the local people and, sometimes, for advancing literacy initiatives.

Christian churches and missionaries were very much part of the colonising process, serving their own interests in gaining converts but also offering both non-formal educational programmes in health and other topics, and formal educational programmes in such subjects as English, mathematics and science. Some men and women who took part in these programmes went on to become community and national leaders.

Various educational programmes were set up for special groups and continued to expand in most regions, offering training for working adults, farmers, demobilised war veterans,

police, industrial workers, mine workers, craft workers, homemakers, members of cooperative movements, soldiers and others. A variety of methods were used for delivery of these programmes, some of which were residential.

Apart from correspondence and distance education methods and newspapers, radio was increasingly used as a mass medium to inform people, provide new knowledge and offer structured education. Documentary film was increasingly used as an educational medium, sometimes on an experimental basis.

The trade union movement played an important part in mobilising people, trying to improve working and living conditions, and providing educational programmes for workers. An interesting example from Botswana was the establishment of a peasant league for people of 'no social standing' which advocated free speech and explored methods for developing labour unions. In some cases, the rise of labour unions and the development of leaders was linked to Ruskin College in Oxford and the Workers' Education Association in the United Kingdom. Residential and summer schools were set up to train union leaders, sometimes offering scholarships.

The establishment of university colleges and eventually universities was another important expansion of educational opportunities for adults, both formal and non-formal. The chronologies indicate how the development of extension and extra-mural programmes increased opportunities for education and for professional and leadership development, which often also served as a basis for social reform.

Universal primary education served, among many other purposes, to provide a more literate adult population. Paralleling this development were literacy programmes for men and women.

Literacy education involves more than the act of teaching - it includes the selection and training of teachers, administrators, evaluators, and curriculum developers; the production of reading and training materials relevant to the interests and needs of adult learners; evaluation and research relating to these programmes; the recruitment and retention of adult learners; and the planning and implementation of follow-up programmes.

Many of the chronologies refer to the Phelps-Stokes Commission, established by the colonial government with a mandate to 'study the African local conditions with a view to improving education'. The commission recommended that the education system be adapted to African realities and that emphasis be given to the teaching of agricultural development, hygiene and health, industrial skills, the education of girls, religious and physical education, and the establishment of community schools. The report of the commission greatly influenced the opportunity for education in many of the colonial regions.

The important educational, social and political role of non-governmental organisations (NGOs) is another major theme evident in the chronologies. These non-profit, often voluntary agencies made significant contributions in such areas as bringing issues and ideas to the grassroots level of the common man and woman, developing leaders, and influencing and challenging government policy. Most interestingly, perhaps, the African chronologies show a rich non-governmental tradition in adult education unlike that of other parts of the world.

At the same time, however, many educational developments in Africa were occurring elsewhere, and the chronologies reflect an international sharing of ideas, programmes and instructional methods. Examples are concepts such as 'lifelong education' and 'lifelong learning'; the role of the labour union movement and bodies such as the British Workers' Education Association; the influence of the Danish Folk High School movement; and Canadian innovations in the use of radio for education.

The chronologies document an increasing number of educational opportunities and programmes for women. Early examples include the Zimbabwean Women's Institutes, the Tanzanian League of Women and St Catherine's Industrial School for young women in Lesotho. It is noteworthy, however, that many of these programmes did little to assist women to move beyond the traditional domestic confines. For example, the Association of Women's Clubs established in 1950 by a Zimbabwean was fairly typical in its intent 'to train women to become good homemakers'.

It is worth noting the extent to which the tremendous amount of learning and education which accompanied the freedom movement is underestimated. Preparing for social change and independence, organising alternative structures, training leaders, managing resources, and developing and implementing policies, all involved degrees of learning. The process of political conscientisation led to the formation of the Southern Rhodesia African National Congress and the Tanganyika African National Union, to name only two examples. In many countries, adult education was a critical part of this process of organising and building awareness in the masses of their political rights. Some examples from South Africa and Zimbabwe will serve to further illustrate the role of learning and adult education within the political sphere.

In South Africa, the Black Consciousness Movement began in 1968, on the campuses of the black universities, under the auspices of the South African Students' Organisation. Setting up community learning groups was both a goal and an organising strategy of the movement. A similar approach was adopted by the Black People's Convention, launched in 1972. The goal was the psychological and physical liberation of black people, and community education and development projects were seen as critical tools for this end. More recently, the Women's National Coalition united over 60 national organisations and many more regional organisations across racial, political, religious and other divides, in a campaign to draw up a Women's Charter. Thousands of women throughout the country were involved in the educational and organisational campaign that delivered the charter to President Nelson Mandela in 1994.

In Zimbabwe, the training and war experiences of Africans who served in the Rhodesia African Rifles during World War II was an important factor in shifting social and political perspectives. The first real African-led political parties and trade unions emerged soon after the end of the war.

Another example of the critical intersection between politics and adult education were the classes set up by Guy and Molly Clutton-Brock at St Faith's Mission in Rusape, Manicaland Province. Sympathetic to the African nationalist

cause, the couple brought together local white farmers and prominent blacks for weekend courses on the legal system, agriculture, civics, racial integration and other social issues. They worked very closely with people like Didymus Mutasa, a nationalist leader who later became a cabinet minister.

Finally, a current member of the Zimbabwean parliament, Sikhanyiso D. Ndlovu, relates the following story:

During the early 1960s, hundreds of political prisoners were put into detention camps. Detainees were disadvantaged by the authorities who were not providing education for them. Many of these detainees were like a 'government in waiting'. They organised for themselves educational programmes, to be better informed politically and otherwise. Links were also made with overseas donors. Story telling and reading/reciting poetry was important, as a way for the detainees to reflect on the culture which they shared.

After independence

The transition from colonial rule to independence obviously involved the establishing, expansion and strengthening of various government ministries, reflecting the perceived needs and issues of the new nations. Parallel to this process were attempts to increase political awareness, often through political and voter education campaigns, initiated through popular movements. Citizenship education was an important part of this, particularly efforts to encourage a sense of identity and allegiance to the new nation, transcending tribal/cultural and linguistic identities and loyalties.

Development was neither linear nor unproblematic in most cases. It was often sporadic, reflecting various economic, political, social, religious and cultural power struggles, and conflicting international issues and priorities. As reflected in the chronologies, these factors influenced what, where, when and how adults learned at various times.

What people learned depended on the resources available, individual and social aspirations, and priorities which were often reflected in national five-year plans — for

example, the need for agricultural expansion and food production, the need to establish an army, vocational training, the need to serve small and large businesses, and the responsible exploitation of resources.

The chronologies reflect multifaceted attempts to use education for nation building: job creation programmes; income generation programmes; pre-, post-, and continuing education training programmes; population education programmes and information on family planning; programmes to prepare people to use appropriate technologies; health education programmes, with a greater emphasis on sickness prevention. The gathering of census data and the compiling of statistics by governments and others established a baseline for assessing change and identified the needs of various groups within society. The expansion of libraries, the secularising of education, the use of a variety of educational methods including distance education and popular theatre, also, ideally, contributed to the expansion of individual choices in society.

Where people learned depended on the locations of their daily lives: fields, villages, cities, the workplace, the market-place and so on. Additional venues for learning were offered by institutions such as universities, schools, art galleries, museums and libraries. Institutions running educational programmes for adults showed increasing sensitivity to the rhythm and demands of the lives of people, with greater flexibility on when educational programmes were offered, sometimes through extension and extra-mural departments. Attempts were made to meet the needs of disadvantaged groups within society: migrants, nomads, women, refugees, and others.

The expansion of programmes also reflected a greater variety of learning methodologies, ranging from the more traditional practice of learning at institutions, to a much greater and more creative use of distance education mediums such as radio, television, mobile libraries and correspondence study.

A number of other trends emerge from the data and are worth noting briefly.

Internationally accepted concepts such as 'lifelong learning', 'empowerment', 'consciousness-raising' and 'participation', and a range of basic principles which guide the practice and

planning of adult education, were applied to the working and living needs of adults.

Over the years, adult education has become increasingly professionalised, through various training programmes as well as university-level diploma, degree and post-graduate courses and programmes in adult education. The enormous increase in the practice of adult education paralleled the development of adult education as a field of study, as a 'discipline' within the social sciences.

Apart from offering formal credit programmes in the study of adult education, universities also played an increasing role in reaching out to the general public through non-formal extra-mural and extension programmes.

Reflecting growth in both the practice and the study of adult education, a variety of regional, national and international adult education organisations were established, many of which became affiliated with such international bodies as the International Council for Adult Education and UNESCO. Many of these agencies were also involved in creating and disseminating various declarations, which in turn, in some cases at least, influenced government policies on adult education.

Not surprisingly, greater links were made between adult learning and issues relating to poverty, health, housing, unemployment, sanitation and food production. Increasingly, those responsible for health, agriculture, social work, nutrition, management, communication and other areas, have come to realise that adults need to be involved in a process of learning if their goals are to be accomplished.

Initially, many new governments focused on the education of children and youth by expanding primary and secondary schools. It has since been realised that the education of men and women is also vital to the creation of a 'learning society'. The chronologies give many examples of legislation which guarantees the right of people to learn.

Many governments initially confined 'adult education' to adult literacy education, and the chronologies reflect a great deal of activity in this area of programming. What is noticeable, however, is that adult education has come to be viewed within a broader perspective, including all aspects of planned adult learning.

This change is reflected in various government, private and public sector policy statements and declarations.

The non-governmental sector has been increasingly recognised by governments and others as an important delivery system for adult learning. This has led to a number of interesting partnerships between NGOs and government, industry, and other social/educational institutions.

Generally, more adults are involved in non-formal education than in formal education conducted through traditional schools and other institutions. There is hardly any imaginable setting in which adults do not pursue purposeful and intentional learning — that is, 'education'. It is important that this is acknowledged. Adult education is characterised by diversity.

No nation exists in isolation from its regional surroundings, or from global forces and events. In the tradition of adult education, the chronologies reflect considerable international sharing of ideas and partnerships in programming. Important contributors include: the African Association for Literacy and Adult Education; Andrew Carnegie Fund/Carnegie Commission (USA); The British Council; British Overseas Development Administration; British Trade Union Congress; Canadian International Development Agency; Canada Post Corporation; the Canadian University Services Overseas; the Coady International Institute (Canada); Danish Folk High School Movement; the Government of Denmark; Department of Multiculturalism and Citizenship (Canada);

European Economic Community; the Ford Foundation (USA); the German Adult Education Association (DVV); the German Foundation for Development; Federal German Government; International Council for Adult Education; International Labour Organisation; Frank Laubach Foundation (USA); the Norwegian Agency for International Development; Opportunities Industrialisation Centre (USA); Oxford University Extra-Mural Studies; the Royal Commonwealth Society for the Blind; Swedish International Development Agency; United Nations; UNESCO; UNICEF; United Nations Development Programme; United States Agency for International Development; Workers' Education Association (UK); and the World Bank.

Special mention should be made of UNESCO and DVV for their support of indigenous adult education activities in many African countries.

Lastly, some chronologies reflect more than others the tragedy of man-made catastrophes such as war, intolerance, revolution, dictatorship and oppression. These have led to incredible human suffering, famine, the destruction of resources and the environment, the migration of refugees, the separation of families and the ruination of childhood.

It is a sad fact that not all learning is voluntary. People sometimes learn reluctantly, to survive, including learning to be soldiers. New nationhood can also reflect these tragic realities.

One hopes that chronologies of the future will document more adult education programmes which focus on peace, conflict resolution and cross-cultural understanding.

P a r t 2

A Selected Regional Chronology

Introduction

James A. Draper

This selected regional chronology, compiled by Ekundayo J. D. Thompson, illustrates the rich and diverse learning traditions of Africa. As with all cultures, learning has been integral to the survival and creativity of indigenous social groups. Apart from the non-formal aspects of adult education, some of Africa's early formal academies were internationally recognised as centres of learning and scholarship.

The time of colonial presence impacted greatly on what, where, why and how Africans learned, as illustrated in this regional chronology and the various country chronologies that precede it. Negative and destructive as foreign rule has been, it also brought significant innovation, such as major religious beliefs and Western educational institutions and ideas. Among the fruits of this ambiguous influence are formal schools primarily intended for children, scholarly institutions serving the educational needs of adults, such as colleges and universities, labour organisations, international affiliations and various specialised occupational training programmes.

In the modern era, the efforts of new Commonwealth nations have helped to facilitate a range of learning activities for men and women, including topics relating to citizenship, agriculture, literacy, occupational skills and management education, environmental education, and a multitude of continuing education programmes. These programmes have used a wide variety of educational delivery systems, including radio, television and distance education.

Recent years have seen the expansion of professional adult education associations, increased learning opportunities for women, the introduction and use of new technologies, and the founding of libraries, museums and other cultural institutions.

What is also evident from this chronology is the extent of co-operation, collaboration and exchange of ideas and programmes, within and across national boundaries, often facilitated by the African Association for Literacy and Adult Education and its precursor institutions.

Regional chronology

Ekundayo J. D. Thompson

The transfer of community-based knowledge systems is a feature of African societies from the earliest times to the present. Traditionally, knowledge integrated observation, practice and reflection.

5th century ▲ Literacy was established in Meroe (north-east Africa) and Chem (Egypt) among members of the royal court and spiritual leaders.

14th century ▲ African academies in Timbuktu (Nigeria) and Jenne (Mali) attracted male adult scholars to study a range of disciplines, including architecture, medicine and sociology.

10th to 15th century Koranic adult education and literacy crusades began in Africa, leaving an indelible mark on language, culture, religion and architecture throughout the north of the continent.

1890s ▲ Christian missionary activity, which valued literacy for enabling reading of the Bible, reached a peak. This impacted dramatically throughout the continent in areas populated by European colonial immigrants.

1924 ▲ The Phelps-Stokes Commission Report was made public. This was the first British imperial commission to examine the state of education under colonialism. One of its key recommendations was that African access to education be increased.

1940s ▲ The first wave of university colleges were set up in the British colonies. Departments of extra-mural studies were set up in some colleges, for example, Ibadan (Nigeria), Makerere (Uganda), Khartoum (Sudan) and

Fourah Bay (Sierra Leone). Africans were also involved in literacy initiatives. For example, the late Enoch Mulira, a Ugandan adult educator and founder of the National Adult Education Association of Uganda, ran literacy campaigns in the late 1940s in Uganda.

1949 ▲ The first UNESCO International Conference on Adult Education was held in Elsinore, Denmark. Mostly European and colonial adult educators attended, but some African adult educators also participated. The conference focused on education for leisure, education for civic responsibility, and international co-operation. The Elsinore Conference was followed by international conferences in Montreal (1960), Tokyo (1972) and Paris (1985), with increasing participation by African adult educators.

1954 ▲ A conference on 'Adult Education in a Changing Africa' was convened jointly by the Institute of Extra-Mural Studies of Ghana's University of the Gold Coast and the International Federation of Workers' Education Association based in Legon, Ghana. The meeting was a catalyst in the formation of the sub-regional and regional African adult education associations which modelled themselves on the Workers' Education Association in Britain.

1958 ▲ An adult education conference was held in Salisbury, Southern Rhodesia, which contributed to the formation of an adult education literary association for Southern Rhodesia.

1959 ▲ Ranche House College was established as an independent adult education college in Salisbury, Southern Rhodesia. This was one of the first independent adult education colleges, as was Kikuyu College in Nairobi,

Kenya, which grew out of the citizenship colleges founded by the Capricorn Africa Society. This was significant in terms of the development of adult education as an instrument for social change.

1961 ▲ The first major conference of African, Canadian and United States university adult educators was held at the University of the Gold Coast in Legon, Ghana. Sponsored by the Carnegie Foundation, it brought together such stalwarts as Lalage Bown, Paul Bertelsen, David Kimble and Edwin Townsend-Coles from Africa, and Alexander Liveright and William McCallion from North America. As a result of the conference, Edwin Townsend-Coles received a six-month Carnegie teaching scholarship to the United States and Canada, visiting various university adult education departments.

▲ The Institute of Adult Education was established as part of the University College of Rhodesia and Nyasaland in Salisbury. This was one of the first universities to break away from the British colonial tradition of extra-mural departments. It started adult education courses in 1964, conducted research and promoted extra-mural activities, including distance education.

1964 ▲ The Adult Education Association of East and Central Africa was launched, with Hans Noak as the first honorary secretary, at a meeting held at Kivukoni College in Dar es Salaam, Tanganyika. Representatives from Kenya, Uganda, Tanganyika, Northern Rhodesia, and Southern Rhodesia attended. It was agreed that there should be an annual conference to which professionals (including NGOs) would be invited. A newsletter would be published regularly, and the Institute of Adult Education in Salisbury undertook this task. The event increased the visibility, networking and sharing of adult educators, especially in East and Central British Africa.

1965 ▲ The Adult Education Association of East and Central Africa was established in Lusaka, Northern Rhodesia.

1966 ▲ A conference on 'Mass Media in Adult Education' was held in Lusaka, Northern Rhodesia. Participants included all member

countries of the Adult Education Association of East and Central Africa except Southern Rhodesia, which was excluded because of its illegal Unilateral Declaration of Independence. The event greatly expanded educational opportunities to Africans through the use of correspondence studies and radio.

1968 ▲ At a conference on adult literacy held at Makerere College in Kampala, Uganda, the Adult Education Association of East and Central Africa (AECA) became the African Adult Education Association, with Lalage Bown (UK) as the first honorary secretary and Edward Ulzen (Ghana) as the first paid secretary-general. Membership was drawn from the AECA, the People's Education Association of Ghana, the People's Educational Association of Sierra Leone, and the Workers' Education Association of Sudan and Ethiopia. The latter three associations were the earliest national adult education associations in Africa. David Macharia (Kenya), Ahmad Abdul Hakim (Sudan) and C. R. A. Cole (Sierra Leone) played vital steering roles during this period of establishing the first pan-African adult education NGO.

The Afro-Lit Society was formed at a meeting held in the Literacy Centre in Nairobi, Kenya. Participants included church workers, expatriate missionaries and representatives from the Literature for Literacy International Association. A regional branch of the association was established in Kenya which greatly extended adult literacy education opportunities.

▲ The UNESCO Experimental World Literacy Project was launched in the Lake Zone of Tanzania.

1970 ▲ The initially largely expatriate membership of the Afro-Lit Society began to give way to Africans such as Cornelius Watyoka, Mary Opiyo and William Ngalamu.

A period of radicalisation within the literacy movement was stimulated by the writings of Paulo Freire, the mass literacy campaigns of Latin American popular organisations, and the momentum of the socialist-oriented societies of Tanzania, Guinea, Ghana and Mali.

1971 ▲ The third African Adult Education Association conference was held in Dar es Salaam with the theme 'Adult Education and

National Development'. Nineteen adult education institutions, four national associations and 37 individuals attended.

1973 ▲ The fourth African Adult Education Association conference, on the topic 'Adult Education and Skilled Manpower', was held in Addis Ababa, Ethiopia. The conference incorporated the issue of 'women's education for skills development', representing the first formal attempt by the association to deal with the gender question and women's empowerment.

▲ The founding conference of the African Association for Correspondence Education took place at Abidjan, Nigeria, to examine ways of co-ordinating and improving correspondence education delivery in Africa.

1974 ▲ The governments of Botswana, Lesotho and Swaziland established the Institute of Development Management, with headquarters in Gaborone, to provide management training for public officers.

1976 ▲ The first world assembly of the International Council for Adult Education met in Dar es Salaam to deliberate on 'Adult Education and Development'. President Julius Nyerere of Tanzania became the first president of the council.

1978-80 ▲ The Afro-Lit Society convened over 20 workshops in Francophone, Anglophone and Arabophone countries (for 10 to 45 people at a time). Publications produced included *Illustrations for Development*, *Literacy Training*, *Training for Second Language Teaching*, *Rural Press Training*, *The Writers' Workshop* and *Women's Development Through Literacy*.

1978 ▲ An African Adult Education Association conference on the 'Implementation of the November 1976 UNESCO Recommendations on the Development of Adult Education' was held in Nairobi, Kenya, to review the recommendations and formulate African-centred strategies for their implementation.

1979 ▲ A workshop on 'Environmental Education for Adult Professionals and Environmental Experts' was held in Nairobi, Kenya. This was the first attempt to mainstream the

issue of the environment within the pan-African adult education movement.

1981 ▲ The Afro-Lit Society biennial conference was held in Lome, Togo, to discuss Africanising the society's structures and merging with the African Adult Education Association. Felix Konu (Ghana) was appointed as the society's director.

▲ A consultative workshop on 'Women, Education and Development' was held in Accra, Ghana.

1982 ▲ The African Adult Education Association and the Union of Radio and Television Networks in Africa co-sponsored a workshop on mass media and adult education.

▲ The eighth African Adult Education Association conference adopted the theme 'Integrated Community Education' as a guideline for work in this area.

1983 ▲ A workshop on 'Women Training in Management' was held in Bujumbura, Burundi, with participation from central Francophone Africa. This was an attempt by the Afro-Lit Society to mainstream women in development.

The first West African conference on 'University Outreach' took place at the University of Ibadan, Nigeria. The conference resolved that the university should actively enhance outreach through research into the educational needs of society, identification of the institutions committed to meeting these needs, and co-ordination and promotion of institutional efforts to achieve maximum effect.

1984 ▲ The Afro-Lit Society and the African Adult Education Association were merged into the African Association for Literacy and Adult Education (AALAE). The birth of the AALAE marked the beginning of a unified African literacy and adult education movement, embracing all linguistic sub-regions.

▲ AALAE, with headquarters in Kenya, organised a sub-regional workshop for English-speaking West Africa at Port Loko in Sierra Leone on 'Environmental Education Through Adult Education'. The proceedings of this workshop contributed significantly to the 1987 publication entitled *Environmental Education Through Adult Education*, which contained

details of strategies and methods for highlighting environmental issues in adult education curricula and teaching/learning materials throughout the continent.

▲ The first sub-regional seminar was held for Lusophone countries of Africa. The seminar was part of systematic steps taken by the AALAE to involve Lusophone countries in its continental programme.

▲ Tanzania agreed to host the Commonwealth-sponsored South African Extension Unit, which provided adult education programmes to South African refugees.

▲ The African Women's Task force met in Arusha, Tanzania, to prepare for the United Nations Decade for Women Conference of 1985. This later led to the formation of the African Women's Communication and Development Network, headquartered in Nairobi, Kenya.

1985 ▲ The United Nations Decade for Women Conference was held in Nairobi, with 14 000 women taking part in the NGO forum. The conference adopted the theme 'Forward Looking Strategies for the Advancement of Women', which addressed the literacy and adult education needs of women and girls.

▲ A conference on credit programmes in adult education in Southern African Development Community countries was organised by the Institute of Extra-Mural Studies in Lesotho and sponsored by USAID. Botswana, Lesotho, Swaziland, Zambia and Zimbabwe were represented at the conference, which aimed to: encourage sharing of resources and information; plan strategies for improving co-ordination and information sharing among and within adult education institutions; and examine the possibility of extending certificate and diploma programmes in adult education into degree programmes.

1986 ▲ AALAE participated in the United Nations' 'Special Session on the Critical Economic and Social Situation in Africa'. This event increased visibility for the African adult education movement and facilitated a strategic alliance with the Council of Non-Governmental Organisations in Support of Development, leading to the formation of the Forum of African Voluntary Development Organisations a year later.

▲ A sub-regional AALAE seminar was held for African countries recently liberated from Portuguese rule, with participation from Guinea-Bissau and Cape Verde islands, Mozambique and Angola. This led to a strategic intervention to build capacity in the field of adult education and literacy.

▲ The first AALAE programming conference was held in Nairobi, Kenya, with 22 countries in attendance. The development of the needs assessment survey and the programming conference were based on a participatory approach, as a strategy for the democratisation of the entire movement.

▲ The Lesotho Association for Non-Formal Education hosted another AALAE programming conference. The conference objectives were: to develop a realistic three-year programme for the association; to develop strategies for an initiative in Francophone Africa; and to provide guidelines for renewal of the adult education movement on the African continent. Nine African countries were represented.

▲ AALAE launched a needs assessment survey in 22 Anglophone and Francophone countries. Apart from assessing needs, the aims were to popularise the mission of the association and to solicit input to its first three-year programme.

1987 ▲ The first general assembly of AALAE was held in Nairobi, Kenya, to adopt the first three-year programme and to elect the association's first executive council.

▲ The Forum of African Voluntary Development Organisations was created at a workshop held in Dakar, Senegal, to serve as the umbrella organisation for all non-governmental organisations in Africa.

▲ Many Africans took part in the formation of the Commonwealth Association for the Education and Training of Adults, which took place at a meeting held in India. The aim was to bring together individuals and organisations within the Commonwealth who were concerned about the education and training of adults. Africans elected to the first governing council were: Paul Mhaiki (Tanzania), first chair of the council; Miranda Greenstreet (Ghana); Asseny Muro (Tanzania); and Evelyn Shava (Zimbabwe).

▲ A management development training workshop was held in Harare, Zimbabwe. Its purpose was to give technical assistance to associations and to articulate an ambitious technical assistance project to be piloted in Liberia, Uganda and Kenya.

▲ Exchange visits began between adult educators from 13 African countries, including Kenya, Zambia, Lesotho, Liberia, Senegal and Guinea, as part of the AALAE programme.

1988 ▲ A West African sub-regional workshop on 'Management Development Training' was held at the University of Ibadan, Nigeria. It was jointly organised by the Nigerian National Council for Adult Education and AALAE.

▲ The African Association for Literacy and Adult Education organised a seminar on 'African Perspectives and Issues on Peace, Human Rights and Development', in Lusaka, Zambia. The seminar proceedings were published and peace education began to take on central importance among the membership of the association, particularly in southern Africa.

▲ An AALAE task force workshop was held in Naivasha, Kenya, where the Organisation of African Unity was represented at ambassadorial level.

▲ A West African sub-regional workshop on 'Management Development Training' was held at the University of Ibadan, Nigeria for field practitioners, grassroots workers and representatives of a number of institutions from the region. The workshop objectives included identifying the roles adult education could play in national development; and examining the resources within each country and the region which could be mobilised to strengthen adult education programmes and management capabilities.

1989 ▲ A conference on 'The Future of Adult Education in Southern Africa' was held in Zimbabwe, with 191 participants from over 45 countries, including South Africa and Namibia.

▲ A conference of national secretaries of African national adult education associations was held at Egerton University, Nakuru, Kenya. The secretaries were brought together to evaluate their movement's strengths and weaknesses, and map out future programmes.

▲ The first council meeting and workshop of the Commonwealth Association for the Education and Training of Adults was held in Arusha, Tanzania, with the theme 'Adult Education and Health'.

▲ The Lesotho Association of Non-Formal Education hosted a general meeting of the Distance Learning Association, now called the Distance Education Association of Southern Africa.

1990 ▲ The second general assembly of AALAE was held in Quarte Bornes, Mauritius, with the theme 'Consolidating and Deepening the Movement'. Some 150 delegates from the African continent and the international adult education community attended and adopted the second three-year development programme, incorporating peace education for the first time.

▲ UNESCO sponsored a regional seminar in Arusha, Tanzania, on 'Distance Education in Africa'. Several international agencies pledged financial aid to distance education.

1991 ▲ A meeting of the Comparative Adult Education Conference was held at the University of Ibadan, Nigeria. The theme was 'Comparative Adult Education in the Nineties with Special Reference to Developing Countries'. Professionals and practitioners in adult education from many parts of the world attended.

▲ The Lesotho Association of Non-Formal Education hosted a leadership workshop for AALAE. Most member countries and organisations were represented.

1992 ▲ The Nigerian National Council for Adult Education hosted an executive committee meeting of AALAE at Bauchi. Included on the agenda was the establishment of an African Centre for Literacy Training, to be located in Naimey, Republic of Niger.

▲ The South African Association for Literacy and Adult Education was formed. This was the first black-led umbrella organisation for literacy and adult education NGOs in South Africa.

1994 ▲ A continent-wide participatory evaluation was commissioned to mark the tenth anniversary of AALAE.

▲ The first regional conference of adult learners was held in Embu, Kenya. It was attended by adult learners from Ghana, Kenya, Uganda, South Africa, Tanzania, and Zimbabwe. The conference adopted the Learners' Appeal. This was an appeal by adult learners who attended the first Learner's Encounter (adult learners' conference) in Embu, Kenya. Learners from Ghana, Kenya, Tanzania, Uganda, Madagascar and South Africa attended. In the appeal, the learners called on governments, and international, regional and national NGOs to support learning initiatives by adult learners. The Encounter was co-sponsored by the International Literacy Support Service (ILSS) of the International Council for Adult Education, and AALAE.

1995 ▲ AALAE faced a very serious financial crisis.

1996 ▲ The Africa Regional Council for Adult and Continuing Education (ARCACE) was formed.

▲ An African regional preparatory meeting for the fifth international conference on adult education was held in Dakar, Senegal. An African position paper and a declaration on adult education were adopted.

▲ Following persistent reports of mismanagement at the AALAE secretariat, the major donors of AALAE — the German Adult Education Association (DVG), the Swedish International Development Agency (SIDA), and the Norwegian Agency for Development Co-operation (NORAD) — commissioned an independent investigative audit into the financial and administration affairs of AALAE. Coopers and Lybrand, an international firm of auditors, undertook the audit and issued a report which revealed glaring acts of corruption and mismanagement by the former AALAE secretariat management. Following the

publication of the audit report, the donors withdrew support from AALAE. This resulted in the closure of the secretariat in Nairobi. The Regulatory Committee of the National Council of NGOs, in accordance with the 1990 NGO Act and Code of Conduct, is investigating the allegations of mismanagement.

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